



WEEKLY  
READER  
PUBLISHING

# LEVELED READING

## 40 Ready-to-Use Lessons

Featuring the best of WEEKLY READER®



Supports  
NCTE Standards

**High-Interest Materials**  
**Nonfiction and Fiction**

# Fit the Reading Needs of Each Student

Improving your students' reading comprehension and fluency can be an enjoyable process. This **Leveled Reading** series of Teacher Reproducibles presents 40 ready-to-use lessons, each with 3 Steps, featuring passages that are appropriate for students at different reading levels. This **Grade 3** book gives reinforcement in reading comprehension, fluency, and vocabulary building with passages ranging from 3.0 (early third grade) to 4.0 (early fourth grade).

**Leveled Reading** allows you to assign selections to suit each student's reading ability and comfort zone. Each lesson is built around a passage from a nonfiction book, a popular *Weekly Reader* magazine article, or an original passage like a poem, letter, or advertisement. Students will preview new words, read the words within a meaningful passage, identify and use difficult words in new sentences, complete a comprehension quiz, and work with reading comprehension and vocabulary skills in a variety of practice activities. Word puzzles, word searches, and other fun activities extend comprehension and vocabulary skills. Phonics skills are also improved through inferential comprehension.

**By reading and completing Leveled Reading lessons, students will:**

- Use passages which fit individual reading levels to improve overall reading ability and fluency
- Complete quizzes and puzzles to check and expand comprehension and phonics skills
- Learn and master new words and tackle activities to build vocabulary skills
- Gain exposure to a variety of genre, including nonfiction (cross-curricular, with strong emphasis in science and social studies), fiction, poetry, and personal letters

The *Weekly Reader* **Leveled Reading** series of Teacher Reproducibles focuses on reading comprehension by using a range of language arts skills to help readers gain meaning from text. These skills include: identifying main idea and details, making inferences, drawing conclusions, identifying a sequence of events, comparing and contrasting, understanding cause and effect, following directions, and identifying facts and opinions. Individual lessons may be used within teacher themed units, or students can be "placed" at a specific reading level and systematically work through the lessons and increase their reading challenges and accomplishments.

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**Home-School Connection:** Any of the lessons in **Leveled Reading** can be sent home with students. Encourage parents or caregivers to review pages with students to reinforce key skills being taught in school.

# LEVELED READING

## 40 Ready-to-Use Lessons

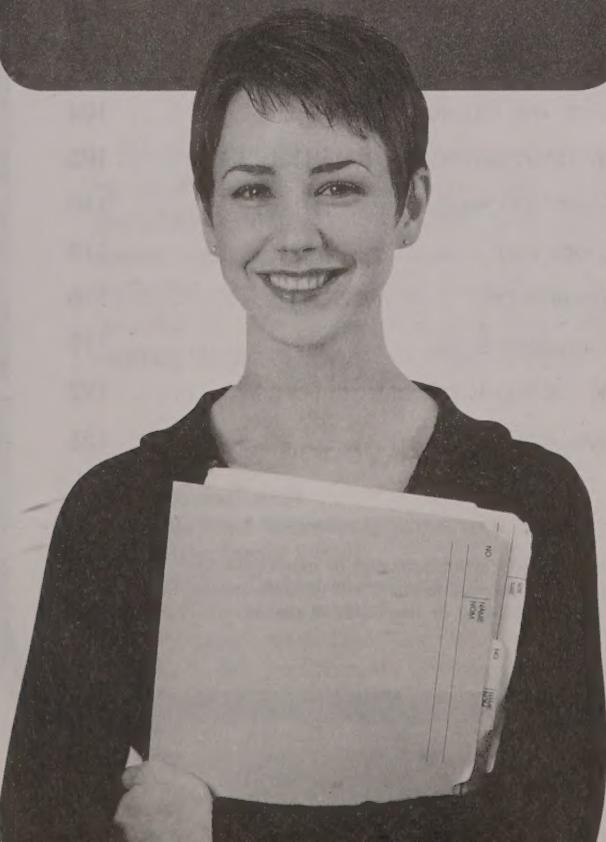
Grade 2

### Table of Contents

All About Leveled Reading.....	2	21: A Fun Pet? .....	65
Student Checklist .....	4	22: Let's Exercise!.....	68
1: Let's Be Friends .....	5	23: Dogs Are Great.....	71
2: How Does the Sun Help Us? .....	8	24: Dear Bob .....	74
3: Where Is It?.....	11	25: Sharing.....	77
4: What's In the Ocean? .....	14	26: How Harp Seals Stay Warm .....	80
5: Stores Are Special.....	17	27: Tornadoes Are Big Storms.....	83
6: An Apple Story .....	20	28: A Great Friend.....	86
7: Extinct .....	23	29: The Colonists.....	89
8: Dear Jan .....	26	30: The Lost Mitten .....	92
9: Take Care of Your Heart .....	29	31: Make Every Day Earth Day .....	95
10: Dancing Lessons .....	32	32: A Fire Drill.....	98
11: Native Americans Celebrate .....	35	33: Computer Eyes.....	101
12: Try for Five!.....	38	34: Play the Piñata Game.....	104
13: Ride Your Bike Safely .....	41	35: We Remember Martin Luther King .....	106
14: Teeth Help You Eat .....	44	36: Panda Power!.....	110
15: A Bad Day.....	47	37: Dear Diary.....	113
16: Water, Water Everywhere.....	50	38: Ladybugs .....	116
17: Learn About the Brain .....	53	39: Excellent Eggs.....	119
18: Night Animals .....	56	40: What Is a Tropical Rain Forest?.....	122
19: Elephant Talk.....	59	Answer Key .....	125
20: Friends .....	62		

# All About Leveled Reading

**T**here are many ways to determine the readability level of text. Our editors used the Spache Readability Index, a non-commercial, non-proprietary scale available to all teachers. We used a Spache software program to automatically calculate the levels, using all the words in the title and all the words and punctuation within each passage.



## What's Inside?

The lessons in this book are divided into 11 different reading levels. Each level increases in difficulty beginning with Lesson 1 at a Spache 2.0 reading level (early second grade) and reaching Lesson 40 at Spache 3.0 (early third grade). Reading levels for each lesson are indicated on the bottom left corner of each page.

Each lesson includes an excerpt from *Weekly Reader* magazines, Gareth Stevens Publishing books, or an original poem, letter, or passage in another genre. Three-page lessons emphasize vocabulary development and reading comprehension skills in the Before Reading, During Reading, and After Reading phases.

All reading level scales are approximations. We encourage you to work with individual students to find the level at which they are reading comfortably, with good comprehension and word recognition.

Try a few of the earlier lessons with the class as a whole. See which students may be having difficulty and which students are showing mastery of the material. Feel free to assign harder reading levels to students who may be able to do the work.

Photocopy lessons at different levels for various clusters of students so they can achieve maximum reading enjoyment and success—and have them advance to upper levels from a base of confidence. Have students use the *Student Checklist* on page 4 to keep a record of their accomplishments.

Use **Leveled Reading Grade 3** for students who can advance beyond the lessons in this book.

## Before Reading

Begin each lesson by introducing *My New Words* to students. Review the pronunciations and word meanings. A reading comprehension skill (identified in the *Skill Practice* box on the top of the Step 2 page) can be presented to students before reading. This will give a specific purpose for approaching the reading passage. Students will become interested in building on their prior knowledge and in practicing new skills.

## During Reading

Passages and their titles may be read silently and used as “seat work” by individual students. Alternatives: use the Step 1 passages as read-aloud activities in whole-class, reading group, or paired-reading settings; assign a Step 1 page as homework; and/or read the passage aloud for students to model fluent and expressive reading before students begin individual or group work.

During reading, students will encounter new words in context, build timely content knowledge, and connect it to what they already know. They will relate reading comprehension skills (finding the main idea and details, summarizing, making inferences, identifying problems and solutions, comparing, following directions, drawing conclusions, determining sequence, and more) to each passage. Have students follow the prompt at the bottom of the Step 1 page, circling hard words, looking them up in the dictionary, and writing sentences on their own paper using the new words. Help students with their pronunciations, dictionary work, and sentence building. Make your own notations about individual students’ accomplishments and challenges.

## After Reading

Step 2 *Word Practice* activities will help students master vocabulary by using synonyms, antonyms, and words within sentences. *Skill Practice* exercises let students apply reading comprehension skills to what they have just read. *Answer Time*, a set of article-based questions, checks student reading comprehension and content recall while developing test-taking skills. Use these questions to also invite students to go back to the Step 1 material for another read-for-information pass.

Step 3 of each lesson provides a fun activity that continues to reinforce vocabulary and reading comprehension. Vocabulary, matching, classifying, alphabetical order, and other reading and language skills are woven into puzzles, games, word searches, and more. They encourage readers to consider what they have read, extend comprehension, and master new words. Use Step 3 as a homework, seat work, or reading group activity.





# **Student Checklist**

Make 2 copies of this checklist for each student (each checklist will record responses for 20 lessons; 2 checklists will provide space for recording responses to all 40 lessons). Invite students to complete each column as they finish a **Leveled Reading** lesson. You may want to include copies of the checklist in your reading center, or assign a lesson and include the checklist as a homework assignment. Make each student's checklist part of her or his ongoing reading portfolio.

Lesson No.	Name _____	I Learned These Words...	I Learned About...

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- friends (frendz) ..... people you know and like
- kind (kinde) ..... friendly, giving, and helpful
- secrets (SEE-krits) ..... things only one or a few people know
- share (shair) ..... to take part in something
- together (tuh-GETH-ur) ..... to be with each other

# Let's Be Friends

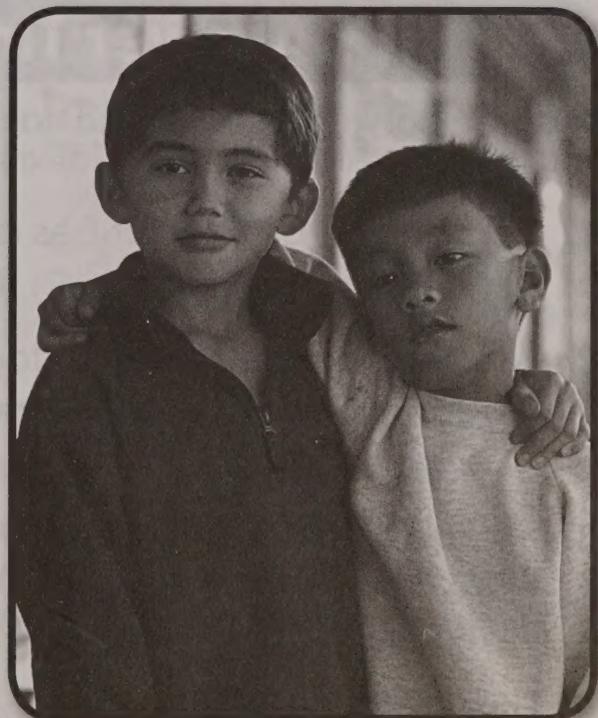
Friends are people who are kind to one another and who help one another.

What makes people friends?

Friends use kind words like please and thanks to one another.

Friends talk together and walk together.

Friends laugh together and sometimes share special secrets.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the **antonym**, or word with the opposite meaning, next to each word below.

friends \_\_\_\_\_

together \_\_\_\_\_

kind \_\_\_\_\_

### WORD BANK

apart    enemies    mean

## Skill Practice

Write words to complete the **details**, or small bits of information, in each sentence.

1. Friends use kind words like \_\_\_\_\_ and \_\_\_\_\_.

2. Friends sometimes share \_\_\_\_\_.

3. Friends are \_\_\_\_\_ to one another.

### WORD BANK

please    kind    thanks    secrets

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



- Which word best describes a friend?  
 A helpful     B enemy     C merchant
- What do friends like to do together?  
 A run and swim     B walk and talk  
 C cry and scream
- "Please" and "Thank You" are kind words.  
 What are other kind words?  
 A That's stupid!     B No way!     C You're Welcome
- Friends also like to \_\_\_\_\_ together.  
 A laugh     B dance     C sing
- Friends share secrets. What are some other things friends might share? Write your words here:

## Find It!



Draw a red box around the word in the story that is the opposite of "cry."

# Four Friends Went Shopping

Four friends, Nan, Jan, Pam, and Ann, went shopping one afternoon. Look at the block of stores. Then read the questions. Draw a picture to answer to each question.



- ① Nan bought something to eat at a store in the **middle** of the block. Draw a picture of something she could have bought.



- ② Jan got something at the **last** store on the block. Draw a picture of something she could have gotten.



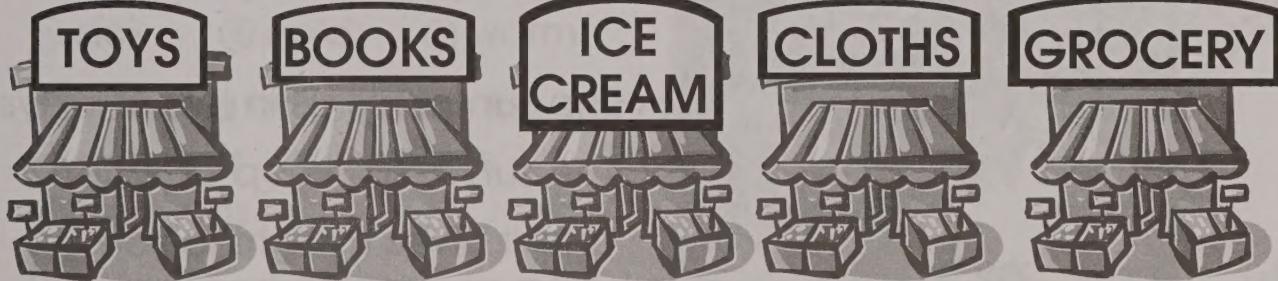
- ③ Ann got something at the **second** store on the block. Draw a picture of something she could have bought.



- ④ Pam bought something at the **fourth** store on the block. Draw a picture of it.



- ⑤ Nan also went to the **first** store on the block. Draw a picture of something she might have bought for her brother's fourth birthday.



## My Friend and Pal

Look at what friends can do together! Write the Word Bank words in the same order as the alphabet (ABC order). If a word begins with the same letter, look at the next letter to see which goes first.

### WORD BANK

swim	sing
talk	dance
shop	hike
play	

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

- 5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- fruit (froot) ..... a juicy part of a plant that we can eat
- grow (grow) ..... to become larger or older
- light (lite) ..... something bright that helps us see
- sunshine (SUHN-shine) ..... the light from the sun
- warm (worm) ..... to be a little hot, but not cold

# How Does the Sun Help Us?



The sun helps us in lots of ways.

The sun helps keep us warm  
and it gives us light to see.

Sunshine helps plants grow.  
Then the plants give  
us fruit like apples to eat.  
It gives us vegetables  
like tomatoes to eat, too.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each story word to its correct meaning.

sunshine

comfortable

grow

light rays

warm

become taller

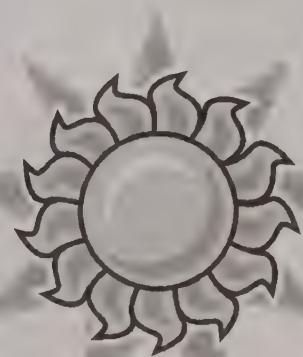
## Skill Practice

Put an X by the sentence that gives the **main idea**, or most important idea of the story.

1. Sunshine gives us vegetables.
2. Tomatoes like sunshine.
3. The sun helps us in lots of ways.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. The sun helps keep people \_\_\_\_.  
 A sick     B cold     C warm
2. Which kind of fruit does the story talk about?  
 A peaches     B apples  
 C bananas
3. The story names these as a kind of vegetable.  
 A potatoes     B apples     C tomatoes
4. What can light from the sun help people do?  
 A people can see  
 B people can grow  
 C people can sing
5. \_\_\_\_\_ give people food to eat.  
 Draw a picture of the word you used. →

## Find It!

Circle the word in the story that names "a hot, burning star."



# A Ray of Sun

Circle the things that need the sun's rays to live and grow. Then unscramble the letters in the word box and write the names on the lines by each picture.

## All Scrambled Up!

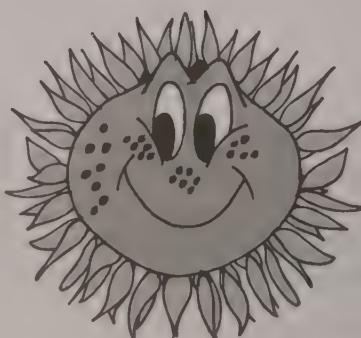
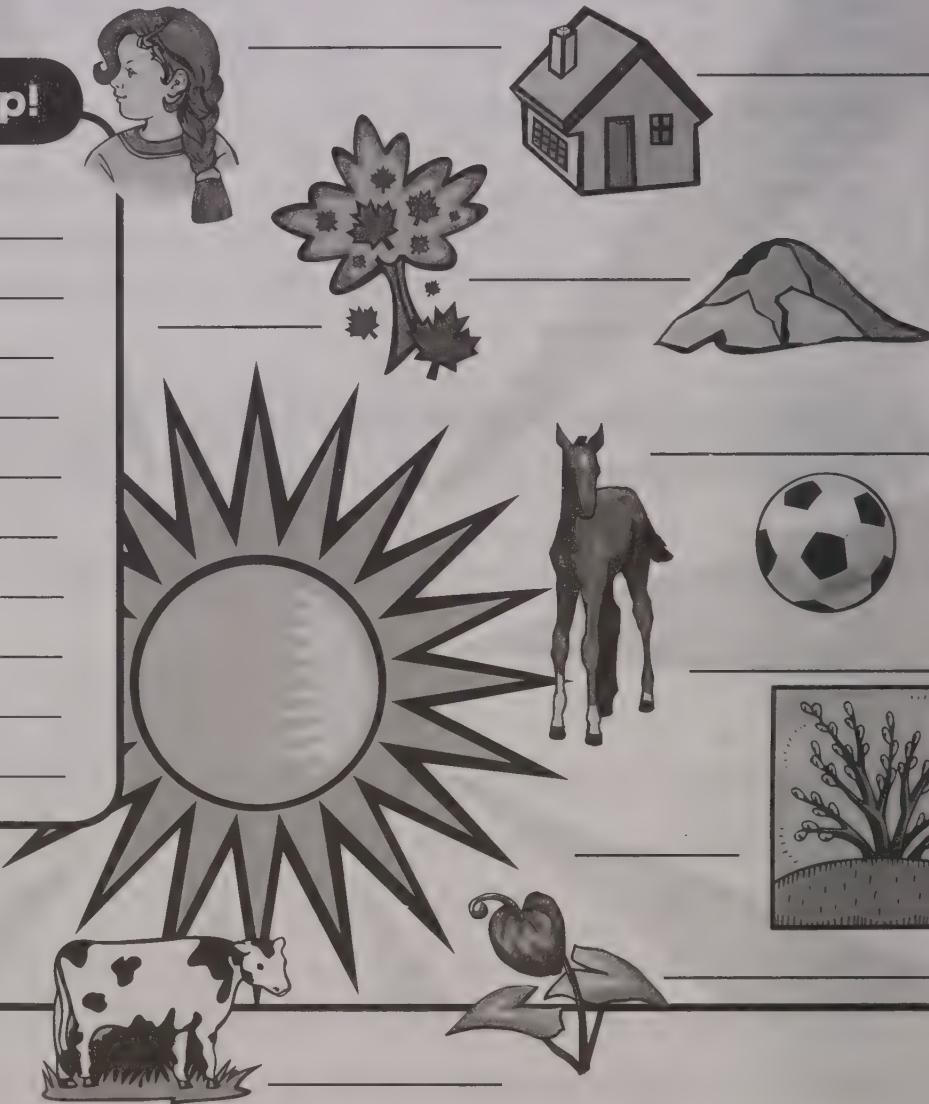
- Irig: \_\_\_\_\_
- etre: \_\_\_\_\_
- ogd: \_\_\_\_\_
- hbsu: \_\_\_\_\_
- wrlofe: \_\_\_\_\_
- sroeh: \_\_\_\_\_
- owc: \_\_\_\_\_
- shuoe: \_\_\_\_\_
- korc: \_\_\_\_\_
- labl: \_\_\_\_\_



## Shine On!

Write down four words that rhyme with **sun**. Then put them in alphabetical order (ABC). Remember, if two words start with the same letter, look at the second letter or even the third letter to see which word goes first.

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_



# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- find (finde) ..... to discover something
- math (math) ..... a study of numbers
- missing (MISS-ing) ..... something or someone that is lost
- stuff (stuf) ..... things
- through (throo) ..... from the beginning to the end of something

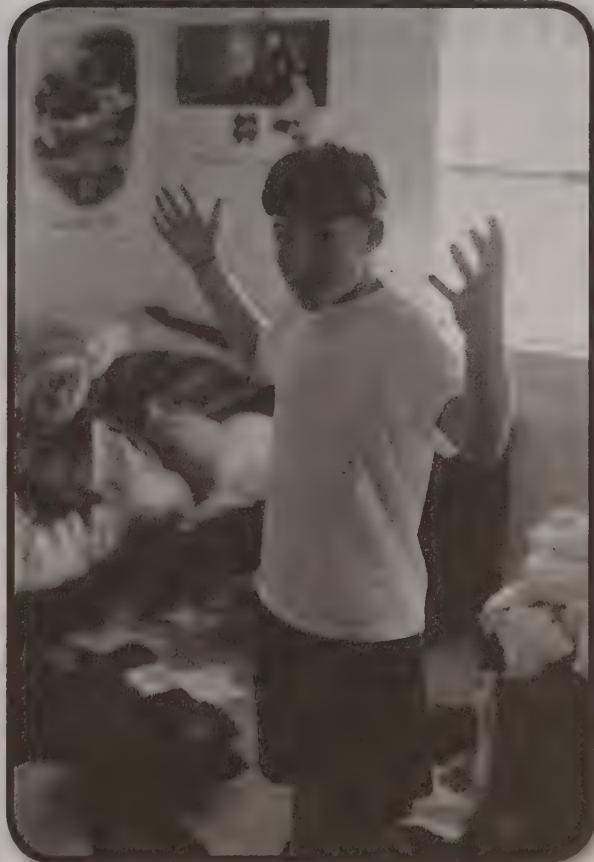
## Where Is It?

Jim couldn't find his math book.

He looked under his bed, but  
only saw his soccer ball. He  
looked through his toys, but  
all he saw was his red shirt that  
had been missing.

Then Jim heard his sister call,  
“Whose book is on the table?”  
“Mine,” yelled Jim. “I have been  
looking all over for it.”

“I don’t get it!” he said. “Why can’t  
I find stuff when I need it?”



Now look up any hard words in the dictionary. On your  
own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its **synonym**, or word with the same meaning.

gone \_\_\_\_\_

junk \_\_\_\_\_

see \_\_\_\_\_

### WORD BANK

**missing**    **stuff**    **find**

## Skill Practice

Summarize, or retell, in your own words the **main idea**, or what the story is mostly about. Hint: Read the first sentence again.

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## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. What book did Jim lose?  
 A reading book     B science book  
 C math book
2. Where did Jim look first?  
 A through his toys     B under his bed  
 C on the table
3. What did Jim find under the bed?  
 A his red shirt     B his soccer ball     C his book
4. From this story, you might decide that Jim was a \_\_\_\_ person.  
 A lonely     B messy     C hungry
5. Which of these might be another good title for the story?  
 A Jim and the Bed     B Jim's Sister     C The Lost Book

### Find It!



Put a check next to the story word that means "belonging to me."

# Math Book Synonyms

Jim's math book needs some numbers in it. Find each word's **synonym** in the Word Bank. Then write the Word Bank number below its synonym in the book. Remember, a synonym is a word that almost has the same meaning of another word.

missing bed toys dust

circle saw soccer

call quick apple toss

happy stuff outdoor

looking find under

shirt mother cows

## WORD BANK

1. furniture, 2. lost, 3. playthings,
4. see, 5. yell, 6. dirt, 7. fruit,
8. fast, 9. searching, 10. throw,
11. glad, 12. cattle, 13. mom,
14. outside, 15. round, 16. below,
17. clothing, 18. things,
19. sport, 20. noticed

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- bodies** (BOD-ees) . . . . . larger groups of something
- bright** (brite) . . . . . clear and strong looking
- ocean** (OH-shuhn) . . . . . salt water that covers much of Earth
- shell** (shel) . . . . . a hard or soft covering or case
- turtle** (TUR-tuhl) . . . . . an animal with a shell on its back that lives on land and in water

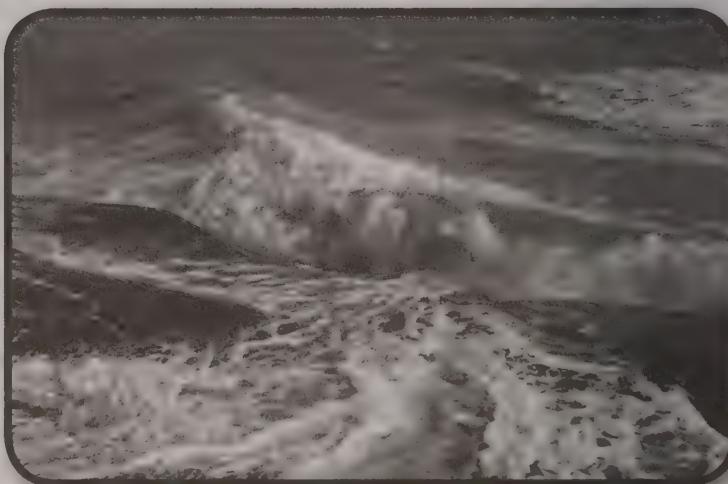
# What's In the Ocean?

Oceans are bodies of water that cover most of Earth.

Many animals live in oceans. A sea turtle with a hard shell lives in the ocean. A sea turtle eats plants.

A sea star lives in the ocean. It has five rays, or arms.

A clownfish with bright colors lives in the ocean, too.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete this sentence.

She saw the \_\_\_\_\_  
of the sea \_\_\_\_\_ as it  
moved to the \_\_\_\_\_.

### WORD BANK

turtle      shell      ocean

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Oceans are \_\_\_\_ of water.  
 (A) containers    (B) boxes    (C) bodies

2. A sea turtle has a hard \_\_\_\_.  
 (A) foot    (B) shell    (C) tail

3. What does a sea turtle eat?  
 (A) meat    (B) sea stars    (C) plants

4. What has five rays?  
 (A) octopus    (B) clownfish  
 (C) sea star

5. What is another good title for this story?  
 (A) Sea Stars  
 (B) Animals of the Ocean  
 (C) Ocean Water

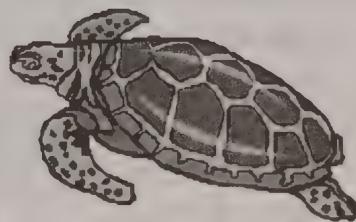
## Skill Practice

Put an X by the sentence that tells the **main idea**, or most important idea of the story.

1. Oceans are salt water.  
 2. Many animals live in oceans.  
 3. A sea star has arms.

## Find It!

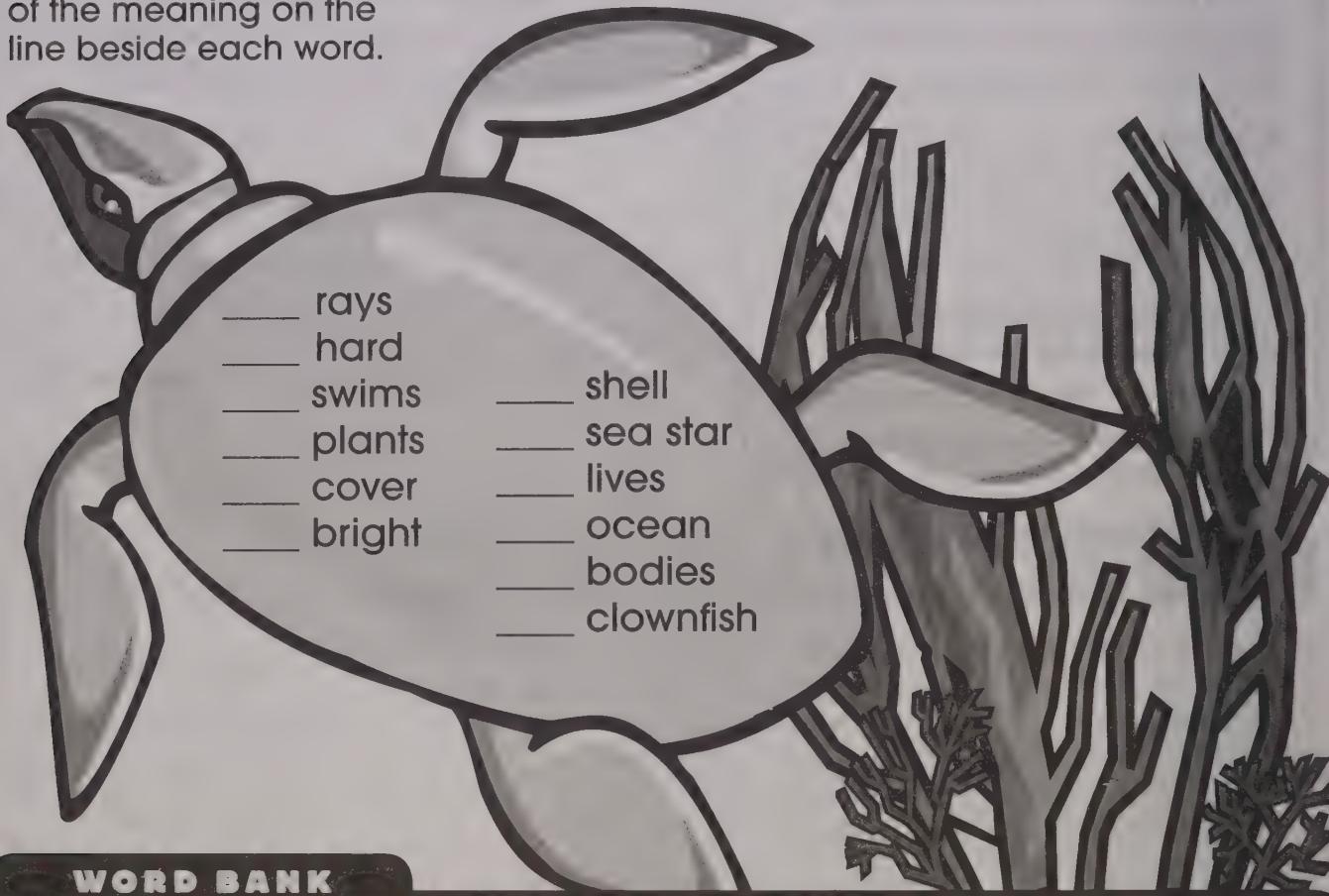
Underline the word in the story that is a synonym for "arms."



Now write your own title. \_\_\_\_\_

# The Sea Turtle's Words

Find the meaning of the sea turtle's words in the Word Bank. Write the number of the meaning on the line beside each word.



## WORD BANK

- |              |                 |
|--------------|-----------------|
| _____ rays   | _____ shell     |
| _____ hard   | _____ sea star  |
| _____ swims  | _____ lives     |
| _____ plants | _____ ocean     |
| _____ cover  | _____ bodies    |
| _____ bright | _____ clownfish |

- |                             |   |                         |
|-----------------------------|---|-------------------------|
| 1. whole body of salt water | 4. living things such as trees or vines | 8. not soft             |
| 2. an animal's covering     | 5. an ocean fish                        | 9. makes a home         |
| 3. a sea animal with 5 arms | 6. shiny                                | 10. moves through water |
|                             | 7. arms of a sea star                   | 11. areas               |
|                             |   | 12. to spread over      |

## Sea Star's Secret

Unscramble the last sentence to learn the secret!

Write the secret out on the lines. Write one word on each line.

If a sea star meets harm, it may lose an arm.

**grow it a arm But can new!**

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- different (DIF-ur-uhnt) . . . . . things that are not alike  
goods (goodz) . . . . . things that are for sale  
place (plase) . . . . . area  
shop (shop) . . . . . visit a store and look for things to buy  
special (SPESH-uhl) . . . . . different or not alike

# Stores Are Special



Stores are special places. They have many things that people need.

Storekeepers bring different goods to one place. Then people can shop for everything they need.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **synonym**, or a word that means the same.

place

all

everything

search

shop

spot

## Skill Practice

Go back to the story. Then follow these directions.

1. Put a check mark next to the title of the story.
2. Underline a word that names what the story is mostly about.
3. Put a red box around the word that names a worker.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Stores are \_\_\_\_ places.  
 A) lonely   B) happy   C) special
2. Which do large stores usually have?  
 A) nothing   B) many things   C) few things
3. In the story, people who work in stores are \_\_\_\_.  
 A) firefighters   B) workers  
 C) storekeepers
4. What might be another title for this story?  
 A) Stores Help People  
 B) Stores in This Town  
 C) Different Goods
5. Which is a synonym for **special**?  
 (You can look in a dictionary, too.)  
 A) large   B) unusual   C) shiny



**Find It!**

Draw a box around the word in the story that means "things you can buy."

# It's In the Bag!

Tom and his mom went to the grocery store, but the things in their bags got mixed up! Unscramble the letters to help Tom and his mom remember what they bought. Then write the correct words on each bag!

1



monsle, lcerey,  
naebs, otmateos,  
naanabs

2



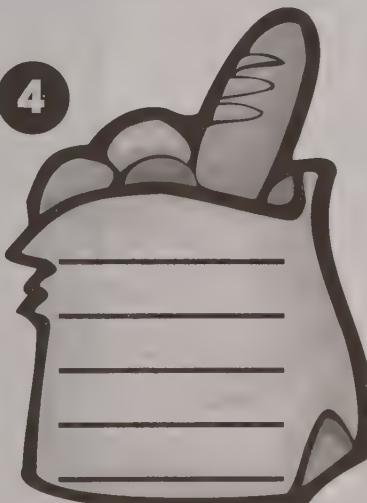
kesats, yrukte,  
tpo ipe, ugeassa,  
bgremahusr

3



tedrgntee,  
psamoho, psoa,  
linoto, tvimnsai

4



spihc, hescee,  
kmli, cjiue,  
derab

## WORD BANK

tomatoes,  
cheese, turkey,  
lemons,  
detergent,  
steaks, beans,  
vitamins,  
hamburgers,  
soap, lotion,  
bananas,  
shampoo,  
sausage,  
pot pie,  
bread, celery,  
milk, juice,  
chips

## Shopping Spree

Draw a circle and write the word **stores** in it. Then draw lines from the circle to create a picture that looks like a sun. This is called a **web**. Cut out some pictures to place around your web to show different things people can buy at stores.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- across (uh-KROS) . . . . . going from one side to the other
- far (far) . . . . . a long way
- kind (kinde) . . . . . friendly, giving, and helpful
- planted (PLAN-tid) . . . . put in dirt to grow
- remember (ri-MEM-bur) . . . . to think about again

## An Apple Story

A man named John lived long ago.

He walked far across our land.

He planted apple seeds.

Many apple trees grew from the seeds he planted. The trees gave people apples to eat.

People called him Johnny Appleseed. Today people remember him and the kind things he did.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **antonym**, or opposite.

kind

forget

far

mean

remember

near

## Skill Practice

Write a **1**, **2**, or **3** on the line to show what happened **first**, **second**, and **third** in the story.

\_\_\_\_\_ John planted seeds.

\_\_\_\_\_ John walked far across the land.

\_\_\_\_\_ People had fruit to eat.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The man in this story was named \_\_\_\_.

- (A) Tom
- (B) John
- (C) Apple

2. What did the man plant?

- (A) apple seeds
- (B) sunflower seeds
- (C) grass seeds

3. What grew from the man's seeds?

- (A) bushes
- (B) grass
- (C) trees

4. What did people get to eat?

- (A) peaches
- (B) apricots
- (C) apples

5. What was the kind thing Johnny Appleseed did?

Write your words here. \_\_\_\_\_

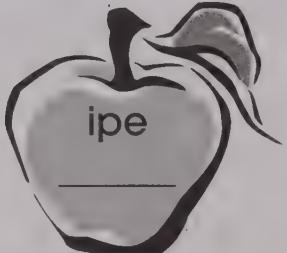
## Find It!

Underline two words in the story that tell when the story happened.



# Scrambled Apples

Some words are missing in this poem. Unscramble the letters on each apple to find the poem's missing words. Write one word on each line. Make sure your words all rhyme.



On a bright clear fall \_\_\_\_\_.

Grab a basket, we're on our \_\_\_\_\_.

To the nearby apple \_\_\_\_\_.

Who'll get there first? Want to \_\_\_\_\_?

Take them home, red and \_\_\_\_\_.

Mom will say, "Look at \_\_\_\_\_!"

Then she'll make an apple \_\_\_\_\_.

Who'll eat the most? It's a \_\_\_\_\_!

We'll start picking, low and \_\_\_\_\_,

Then stop to look at the blue \_\_\_\_\_.

Fill your basket to the \_\_\_\_\_.

Pick until you have to \_\_\_\_\_.



## Yummy Candied Apples

On your own paper, write a poem about candied apples. Start by writing down words that rhyme.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the poem? Let's read them together.

- chew** (chew) ..... to bite or grind
- dinosaurs** (DYE-nuh-sor<sup>z</sup>) ... animals that lived long, long ago
- extinct** (ek-STINGKT) ..... no longer living
- flat** (flat) ..... smooth, not bumpy
- teeth** (teeth) ..... hard objects in the mouth used for chewing

# Extinct



Long ago,  
Before there were stores,  
Giant eggs hatched dinosaurs.  
  
Some could swim.  
Some could fly.  
Some walked on the land nearby.  
  
Some ate plants  
And had flat teeth.  
Others liked to chew on meat.  
  
Some were big,  
And some were small.  
Now there are none here at all.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its **synonym**, or word with the same meaning.

level \_\_\_\_\_

eat \_\_\_\_\_

T. rex \_\_\_\_\_

### WORD BANK

dinosaur    chew    flat

## Skill Practice

Write words from the Word Bank to complete the **details**, or small bits of information, in each sentence.

1. Giant \_\_\_\_\_ hatched dinosaurs.
2. Some ate \_\_\_\_\_ and had \_\_\_\_\_ teeth.
3. Others liked to chew on \_\_\_\_\_.

### WORD BANK

plants    eggs    meat    flat

## Answer Time

Read the poem again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. When were dinosaurs alive?  
 ⓐ yesterday    ⓑ last year  
 ⓒ long ago
2. What size were dinosaur eggs?  
 ⓐ small    ⓑ large    ⓒ giant
3. Dinosaurs that ate plants had \_\_\_\_ teeth.  
 ⓐ sharp    ⓑ pointed  
 ⓒ flat
4. The story says some dinosaurs ate \_\_\_\_.  
 ⓐ eggs    ⓑ fruit    ⓒ meat
5. What kind of teeth might dinosaurs have needed to grab at the meat? Write your words here.  
 \_\_\_\_\_

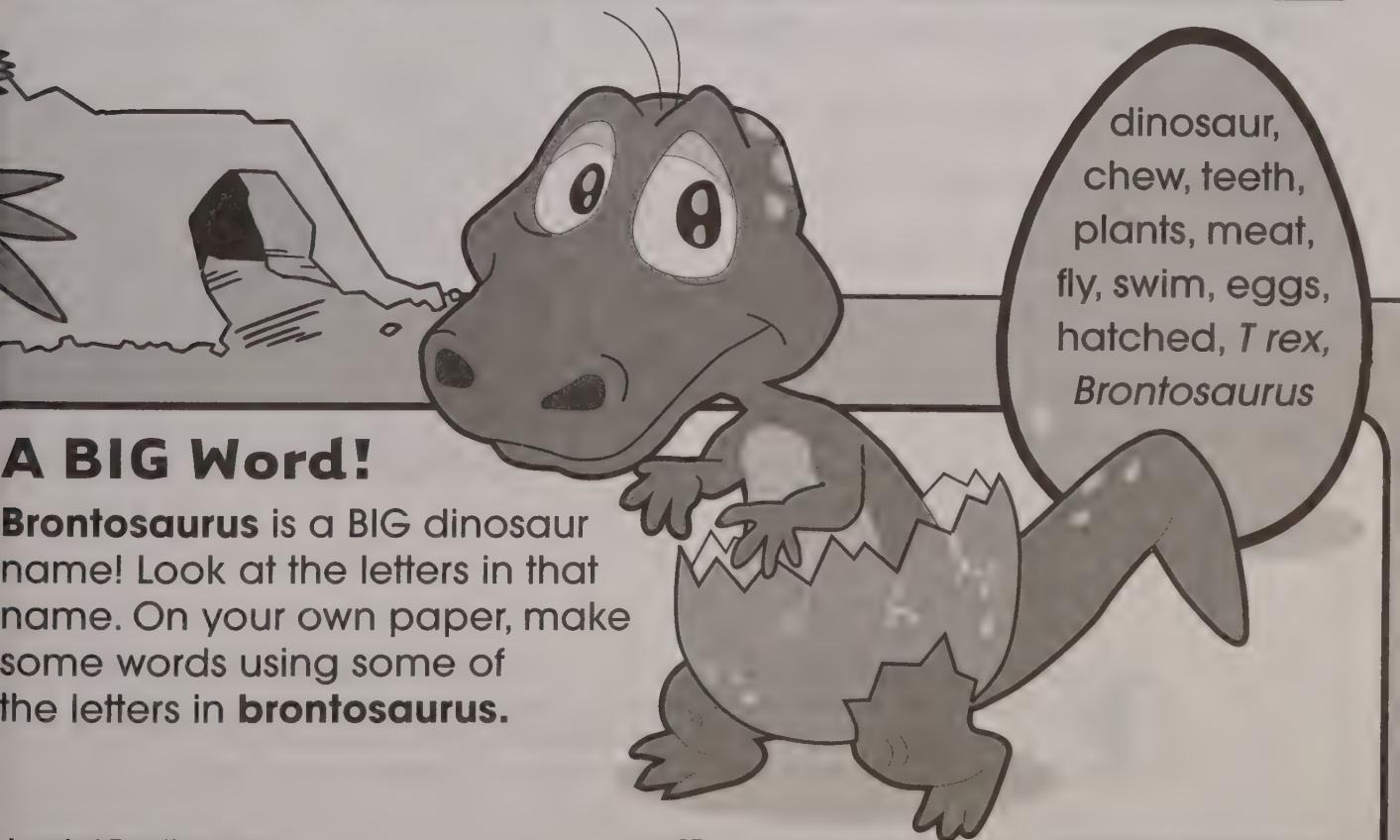


## Find It!

Underline the poem words that are opposites of each other.

# Dinosaurs and More

V	K	L	D	I	N	O	S	A	U	R	P	T	W	Q
R	H	J	N	C	V	I	S	L	E	V	T	E	Q	X
T	C	D	H	L	P	O	P	S	A	G	P	E	W	P
Y	H	C	B	S	E	F	L	Y	L	I	G	T	A	B
G	E	P	E	R	D	G	A	B	D	S	H	H	F	G
L	W	C	S	Y	A	Q	N	L	Z	T	X	H	J	F
T	S	D	V	M	B	M	T	P	O	E	L	K	S	D
R	H	S	I	E	G	G	S	A	B	G	D	U	W	Y
E	V	W	R	A	S	P	J	H	G	O	M	E	I	P
X	T	H	A	T	C	H	E	D	I	S	S	W	M	O
A	U	W	I	S	A	P	X	Q	J	A	M	U	I	E
E	B	B	R	O	N	T	O	S	A	U	R	U	S	Z



dinosaur,  
chew, teeth,  
plants, meat,  
fly, swim, eggs,  
hatched, *T rex*,  
*Brontosaurus*

## A BIG Word!

**Brontosaurus** is a BIG dinosaur name! Look at the letters in that name. On your own paper, make some words using some of the letters in **brontosaurus**.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the letter? Let's read them together.

- cake (kake) ..... a sweet food that is baked in an oven
- candles (KAN-duhls) ..... sticks of wax with a string
- excited (eks-SYE-tid) ..... to be very happy about something
- games (games) ..... things you play to have fun
- tricks (triks) ..... magic or jokes

# Dear Jan,

I am having a party next Saturday.  
 Can you come? We are having  
 ice-cream cake and games.  
 I will put eight candles on my cake.  
 A clown who can do tricks might  
 come. I am so excited about the  
 party. I hope you can make it.

Love,

Pam



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its meaning.

small lights \_\_\_\_\_

a treat \_\_\_\_\_

surprises \_\_\_\_\_

### WORD BANK

tricks    cake    candles

## Answer Time

Read the letter again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. On which day will there be a party?

- (A) Sunday    (B) Saturday    (C) Friday

2. Who is having the party?

- (A) Pam    (B) Jan    (C) a clown

3. Who might do tricks at the party?

- (A) Pam    (B) Jan  
(C) a clown

4. What will go on the cake?

- (A) eight flowers  
(B) eight sparklers  
(C) eight candles

5. \_\_\_\_\_ - \_\_\_\_\_ cake will

be served at Pam's party.

Write words from the letter on the lines.

## Skill Practice

Put an X in front of a conclusion, or a decision you could make after reading this letter.

- \_\_\_\_\_ 1. Pam is having a Halloween party.
- \_\_\_\_\_ 2. Pam is having a birthday party.
- \_\_\_\_\_ 3. Pam wants to be a clown.



### Find It!

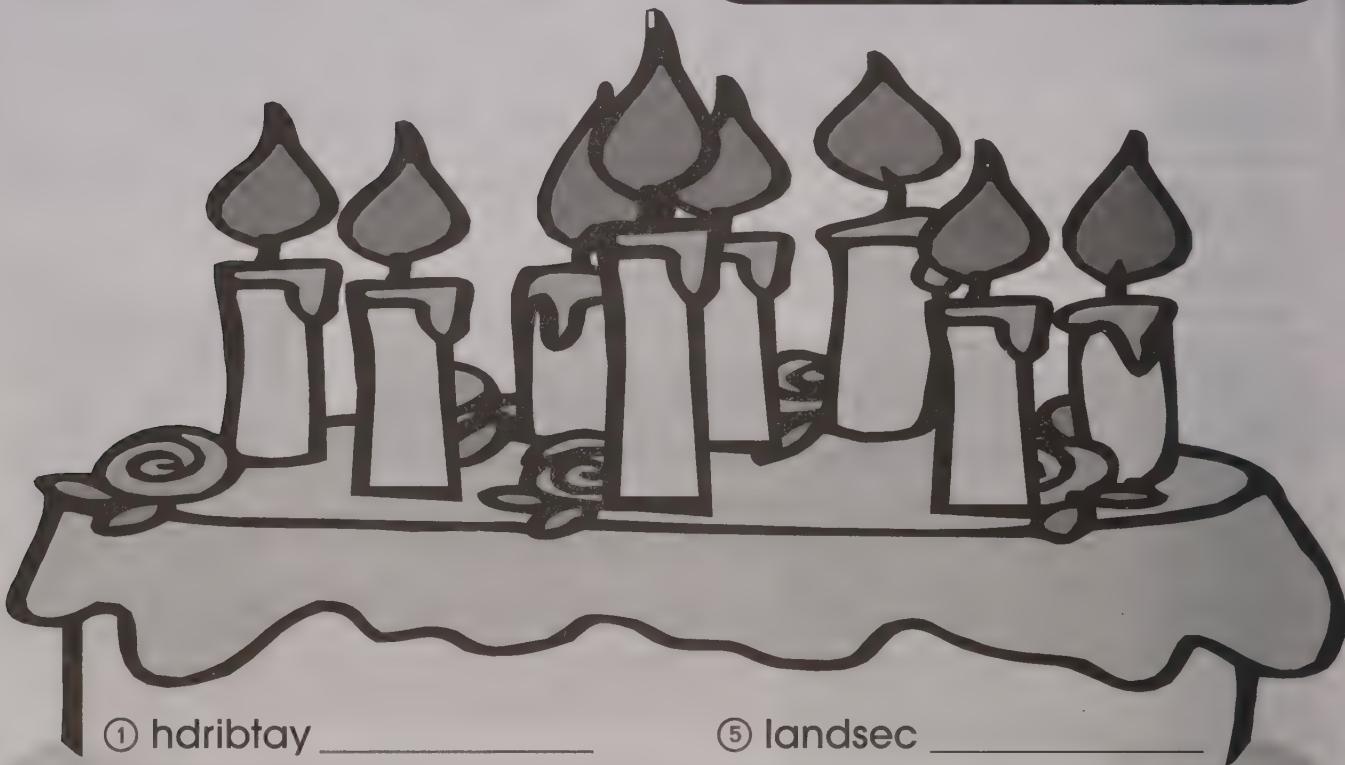
Underline the word in the letter that rhymes with "frown."

# Birthday Blast!

Unscramble the letters on Pam's party cake to make words from her letter. Write the words on the lines. Use the Word Bank for help.

## WORD BANK

games cake tricks  
candles clown birthday  
Saturday party



① hdribtay \_\_\_\_\_

⑤ landsec \_\_\_\_\_

② trapy \_\_\_\_\_

⑥ sameg \_\_\_\_\_

③ kace \_\_\_\_\_

⑦ durStaya \_\_\_\_\_

④ ncowl \_\_\_\_\_

⑧ sickrt \_\_\_\_\_

## Surprise!

Someone has given you a special birthday gift.  
On another piece of paper, draw a picture of the gift.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

**exercise** (EKS-uhr-size) . . . . . to move your body

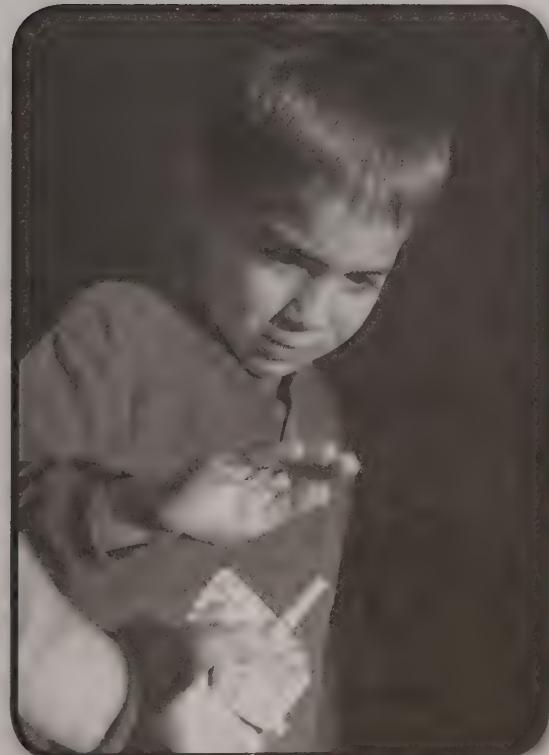
**heart** (hart) . . . . . the part of your body that pumps blood  
to the rest of your body

**problems** (PROB-luhmz) . . . . . some things that need an answer

**smoking** (SMOHK-ing) . . . . . taking cigarette smoke into your body

**visit** (VI-zit) . . . . . to go to see something or someone

# Take Care of Your Heart



Children need healthy hearts.  
So children should take care of  
their hearts. How? Do not smoke.  
Smoking can cause heart  
problems.

How else can you care for your  
heart? Get lots of exercise. Eat  
healthful foods. Visit a doctor  
once a year.

Now look up any hard words in the dictionary. On your  
own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank on the line next to its meaning.

to stop by \_\_\_\_\_

jumping up and  
down \_\_\_\_\_

pushes blood inside  
your body \_\_\_\_\_

### WORD BANK

exercise    heart    visit

## Skill Practice

Put an X next to the sentence that best **summarizes**, or retells, the story.

- \_\_\_\_\_ 1. Be sure to get a lot of exercise.
- \_\_\_\_\_ 2. Children need to eat healthy foods.
- \_\_\_\_\_ 3. Children need healthy hearts, so they should take care of them.



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The story says \_\_\_\_\_ need healthy hearts.  
 A chimps     B children     C doctors
2. Which does the story say causes heart problems?  
 A smoking     B exercise     C healthy foods
3. Which of these helps your heart?  
 A smoking     B exercise     C singing
4. In the story, it says you should visit a doctor \_\_\_\_\_ a year.  
 A four times     B twice     C once
5. Another title for the story could be \_\_\_\_\_.  
 A Eat Healthful Foods     B How You Can Care for Your Heart  
 C Visit a Doctor

### Find It!

Put a check mark next to the story word that means "more than one child."

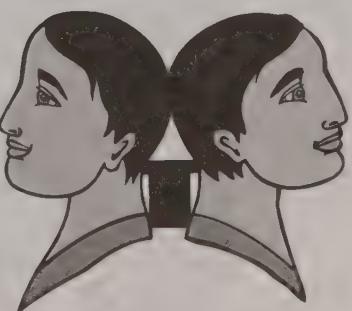
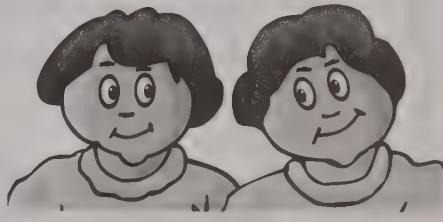


# Twin Words

Look at the twins on this page. Write pairs of synonyms below each set of twins. Remember **synonyms** are words that have the same or nearly the same meanings.

**WORD BANK**

**drills, children, exercise, helper, problem,  
make, cause, plenty, lots, kids, doctor, puzzle**



## Health Tip

Here is a tip for you to keep your body and heart strong. Unscramble the letters in the Word Bank to read the tip.

**WORD BANK**

**tuirsf etgalebves**

Eat lots of \_\_\_\_\_ and \_\_\_\_\_ each day.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- dancer (DAN-ser) . . . . . a person who moves around or steps to a beat or to music
- lessons (LES-uhnz) . . . . . things you learn
- move (moov) . . . . . to go from one spot to another
- music (MYOO-zik) . . . . . sounds made up of notes, like a song
- practices (PRAK-ti-siz) . . . . to repeat or do something over and over

# Dancing Lessons



Christa takes dancing lessons. She has learned how to move with the music.

She practices three times a week. That is why she is so good. Christa says she wants to be a dancer when she grows up.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its meaning.

a song \_\_\_\_\_

spin \_\_\_\_\_

exercises \_\_\_\_\_

### WORD BANK

move    practices    music

## Skill Practice

Read this **cause**, or why something happens. On the lines below, write some words from the story that show **effects**, or what happens in the story because of the cause.

**Cause:** Christa takes dancing lessons.

**Effects:**

- She has learned how to \_\_\_\_\_.
- She practices \_\_\_\_\_.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- Christa takes \_\_\_\_ lessons.  
 Ⓛ swimming    Ⓜ bowling    Ⓝ dancing
- Christa dances to \_\_\_\_.  
 Ⓛ drums    Ⓜ music    Ⓝ singing
- What does Christa do three times a week?  
 Ⓛ sings    Ⓜ practices    Ⓝ cries
- You can tell that Christa is good at \_\_\_\_.  
 Ⓛ playing    Ⓜ working  
 Ⓝ dancing
- Christa works hard at her lessons to \_\_\_\_.  
 Ⓛ stay in shape  
 Ⓜ become better  
 Ⓝ both A and B

## Find It!



Draw a blue box around a story word that means the opposite of "bad."





# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- dances (DAN-ses) . . . . ways to move or step to music
- dress (dres) : . . . . to put on clothes
- foods (foodz) . . . . things to eat to keep a body alive and growing
- special (SPESH-uhl) . . . . different and unusual
- stories (STOR-eez) . . . . words that tell about real or make-believe things

# Native Americans Celebrate

Many Native Americans have powwows today.

They dress as Native Americans did long ago.

They do special dances.

They tell stories.

They eat special foods.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each story word to its meaning.

stories

particular

special

a big party

powwow

tales

## Skill Practice

Put an X next to the **main idea**, or most important idea of the story.

- 1. Native Americans dance.
- 2. Native Americans have powwows today.
- 3. Native Americans eat.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The story is mostly about how Native Americans \_\_\_\_\_.  
 (A) sing   (B) dance   (C) celebrate
2. Which is NOT part of this story?  
 (A) Native Americans have powwows.   (B) Native Americans dance.  
 (C) Many people go to the powwows.
3. How does the story say Native Americans dress at powwows?  
 (A) as Native Americans do today  
 (B) as Native Americans did long ago  
 (C) in special colors
4. What kind of stories might people tell at powwows?  
 (A) about what happened yesterday  
 (B) about Native Americans from long ago  
 (C) about people that are not Native American
5. What could be another title for this story?  
 (A) Native Americans Sing   (B) Native Americans Have Powwows  
 (C) Native American Dress



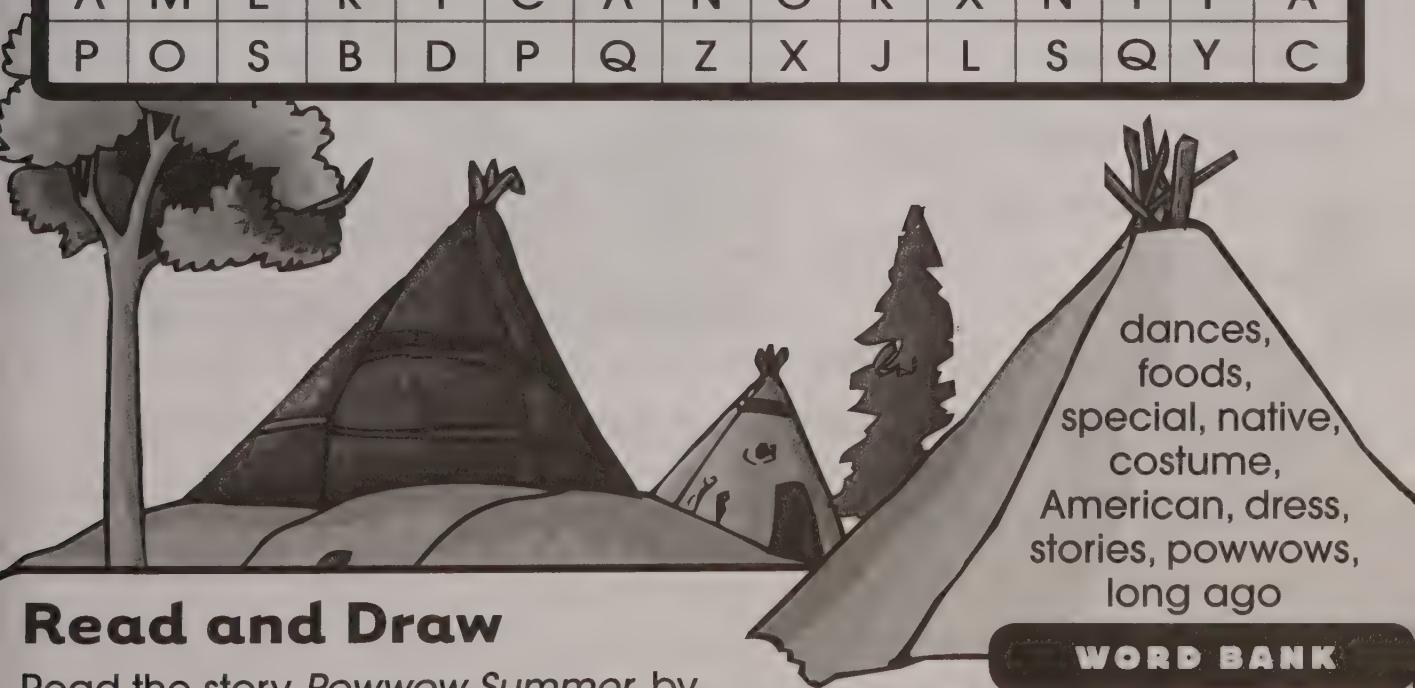
### Find It!

What does the word "dress" mean in the story? What is another meaning for "dress"?

# A Powwow Puzzle

Some story words in the Word Bank are hiding in this puzzle. Look up, down, or across (from left to right) to find them. Circle what you find!

L	O	N	G	A	G	O	W	E	R	T	Y	U	Y	E
S	D	A	B	K	P	T	S	Q	C	V	H	L	H	N
M	A	G	S	C	O	S	T	U	M	E	O	P	P	Q
Z	N	X	B	F	W	S	O	T	Y	L	N	S	A	D
L	C	V	M	E	W	I	R	L	O	X	V	P	D	O
B	E	F	D	S	O	T	I	A	Y	F	W	E	N	X
U	S	E	R	Q	W	F	E	L	D	O	E	C	I	L
B	D	R	E	S	S	M	S	K	M	O	V	I	C	K
V	Z	C	B	A	P	M	I	S	C	D	H	A	Z	U
Y	E	W	A	U	E	R	L	S	A	S	X	L	W	B
N	A	T	I	V	E	S	N	A	B	C	Z	Q	E	H
A	M	E	R	I	C	A	N	O	R	X	N	T	F	A
P	O	S	B	D	P	Q	Z	X	J	L	S	Q	Y	C



## WORD BANK

## Read and Draw

Read the story *Powwow Summer*, by Marcie Rendon (Carolrhoda Books). Decide which part of a powwow you like the most and draw a picture of it.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- enough (ee-NUF) ..... as much or as many as needed
- experts (EKS-purts) ..... people who know a lot about something
- helpings (HELP-ingz) ..... servings of food
- need (need) ..... to must have something
- vegetables (VEJ-i-tuh-buhlz) ..... foods such as carrots and peas

## Try for Five!

Children need to eat  
healthful foods like fruit  
and vegetables.

Experts say most children  
do not eat enough of  
those foods.

They say children need five  
helpings of fruit and vegetables a day.

How many helpings do you eat each day?



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. We \_\_\_\_\_ to buy more milk.
2. What will you \_\_\_\_\_ for lunch?
3. How many \_\_\_\_\_ of fruit have you had?

### WORD BANK

helpings    need    eat

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. Which do experts say children need to eat more of?  
 A cheese     B bread     C fruit and vegetables
2. Most children do not eat \_\_\_\_ of those foods.  
 A plenty     B enough     C any
3. You need 5 helpings of fruit and vegetables a \_\_\_\_\_.  
 A month     B day     C week
4. Which does the story NOT say?  
 A Fruit and vegetables are healthful foods.  
 B Children need to eat healthful foods.  
 C Children should eat different kinds of fruit and vegetables.
5. Another title for this story could be \_\_\_\_\_.  
 A Eat More Fruit and Vegetables  
 B All Kinds of Foods     C Let's Visit the Grocery Store

### Find It!

Underline the names of two kinds of foods in the story.



# Fruit Rhymes

Write two rhyming words to go with each word you see around the fruit basket. Remember, rhyming words have the **same endings!**

say

eat

most

food

need

five

how

each

like

not



## Rhyming Words

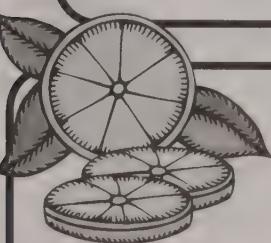
need \_\_\_\_\_  
 eat \_\_\_\_\_  
 food \_\_\_\_\_  
 say \_\_\_\_\_  
 most \_\_\_\_\_

not \_\_\_\_\_  
 like \_\_\_\_\_  
 each \_\_\_\_\_  
 five \_\_\_\_\_  
 how \_\_\_\_\_

## Which Food Am I?

Unscramble the letters to find the riddle answers.

Write the word on the line.



① I am red. People put me in salads.  
What am I?

otamot

② I am yellow and long. Monkeys eat me. What am I?

nanaba

③ I am yellow and sour. People make a drink with me. What am I?

emoln

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- always** (AWL-wayz) ..... all the time
- flat** (flat) ..... smooth, not bumpy
- helmet** (HEL-met) ..... a hard hat that keeps your head safe
- sidewalk** (SIDE-wawk) ..... a place to walk along a street where cars don't drive
- wear** (wair) ..... to put on

# Ride Your Bike Safely



Do you wear a bike helmet? Always wear one when you ride. Be sure to ride your bike in a flat place. Sidewalks are flat places. Paths are too.

Go with a grown-up when you ride.

Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. The \_\_\_\_\_ is safer to walk on.
2. I \_\_\_\_\_ bring my lunch.
3. Be sure to \_\_\_\_\_ a warm jacket.

### WORD BANK

**always**   **wear**   **sidewalk**

## Skill Practice

Use **detail words**, words that give bits of story information, to complete each sentence.

1. Wear a bike \_\_\_\_\_ when you ride.
2. Be sure to ride your bike in a \_\_\_\_\_ place.
3. Go with a \_\_\_\_\_ when you ride.

### DETAIL WORDS

**grown-up**   **helmet**   **flat**

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The story is mostly about \_\_\_\_\_.  
 A bike fun    B bike safety    C buying a bike
2. Which does the story say you should always wear when you ride?  
 A a bathing suit    B a dress    C a bike helmet
3. Children should ride their bikes in \_\_\_\_ places.  
 A bumpy    B rocky    C flat
4. Which does the story NOT say?  
 A sidewalks are flat    B paths are flat  
 C rivers are flat
5. Another title for this story could be \_\_\_\_\_.  
 A Bikes for Sale    B Bikes Have Wheels  
 C Learn About Bike Safety

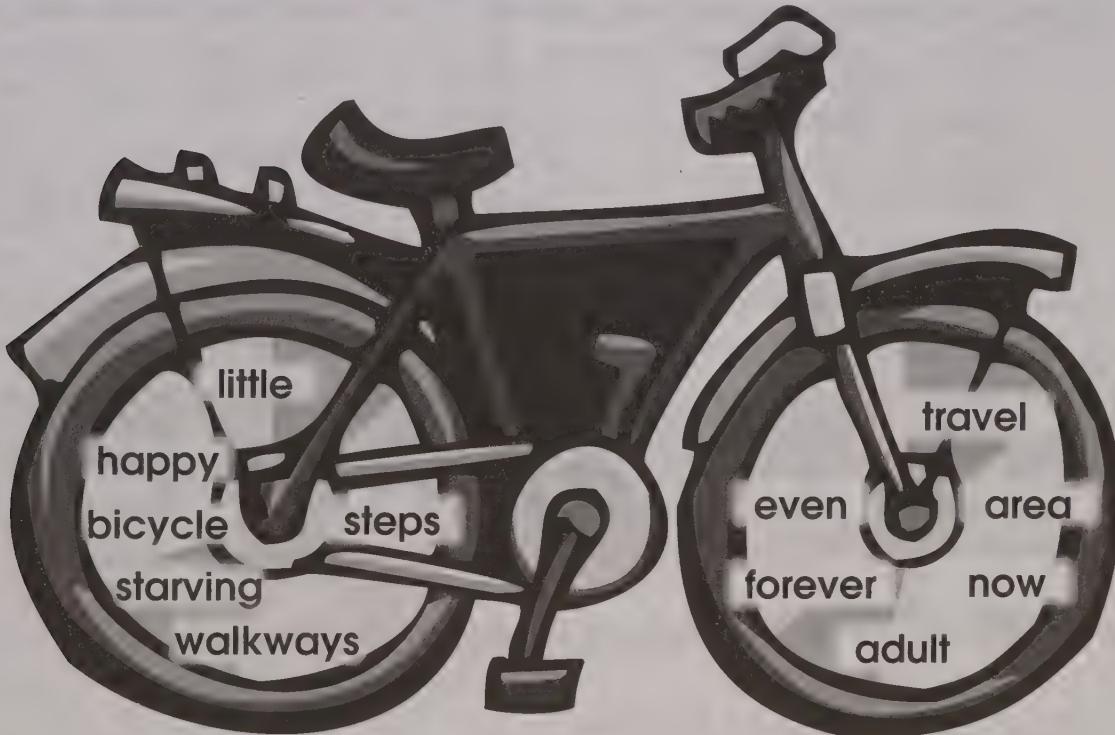
## Find It!

Circle a word in the story that means the opposite of "bumpy."



# Which Wheel?

Read each word. Then find its **synonym**, or word that has almost the same meaning, inside the bike wheels. Write the synonym on the line.



1. flat \_\_\_\_\_
2. always \_\_\_\_\_
3. ride \_\_\_\_\_
4. grown-up \_\_\_\_\_
5. present \_\_\_\_\_
6. place \_\_\_\_\_

7. paths \_\_\_\_\_
8. bike \_\_\_\_\_
9. glad \_\_\_\_\_
10. hungry \_\_\_\_\_
11. stairs \_\_\_\_\_
12. tiny \_\_\_\_\_



hike

place

step

like

green

spike

## Bike Ride

Take Mike and his bike along the path. Circle the words that rhyme with **bike** to move Mike along!

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- chew (choo) ..... to grind food with teeth
- different (DIF-ur-uhnt) ..... not the same
- kinds (kindz) ..... types or groups of things
- shape (shayp) ..... the form or outline of something
- tear (tair) ..... to pull apart

# Teeth Help You Eat

You have three different kinds of teeth in your mouth.

Each kind has a different shape.

Here is how those teeth  
help you eat.

Canines help you tear  
off food.

Molars help you chew food.

Incisors help you bite food.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **synonym**, or a word that has the same meaning.

chew

rip

shape

grind

tear

form

## Skill Practice

Put an X by the sentence that best **summarizes**, or retells, the story.

- 1. Teeth are sharp.
- 2. Teeth all look the same.
- 3. Three kinds of teeth help you eat food.



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. How many different kinds of teeth do you have?  
 (A) two    (B) three    (C) four
2. In the story, it says teeth can have different \_\_\_\_\_.  
 (A) colors    (B) sizes  
 (C) shapes
3. Which do teeth help you do?  
 (A) play    (B) run  
 (C) eat
4. Which teeth help you bite?  
 (A) canines  
 (B) molars  
 (C) incisors
5. Which does the story NOT say?  
 (A) Floss your teeth.  
 (B) Brush your teeth.  
 (C) both A and B

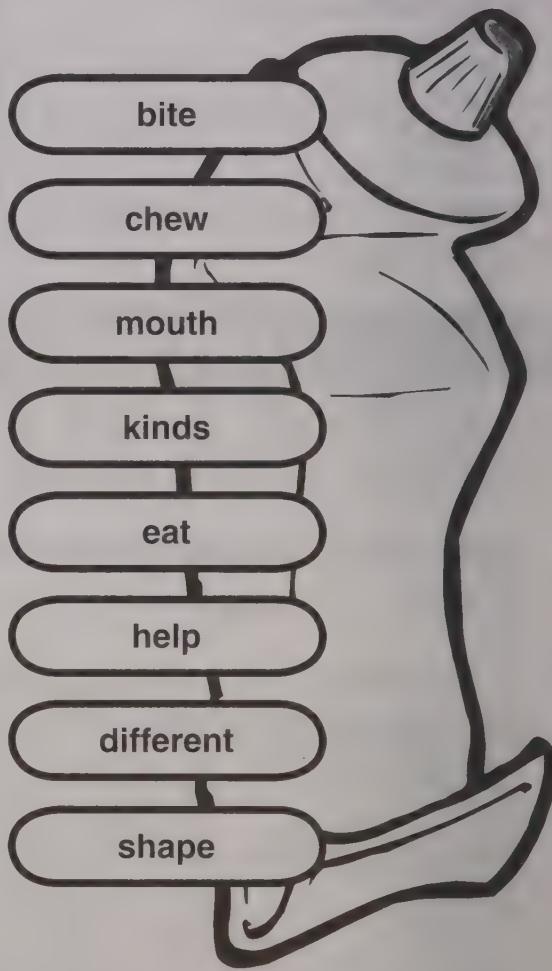
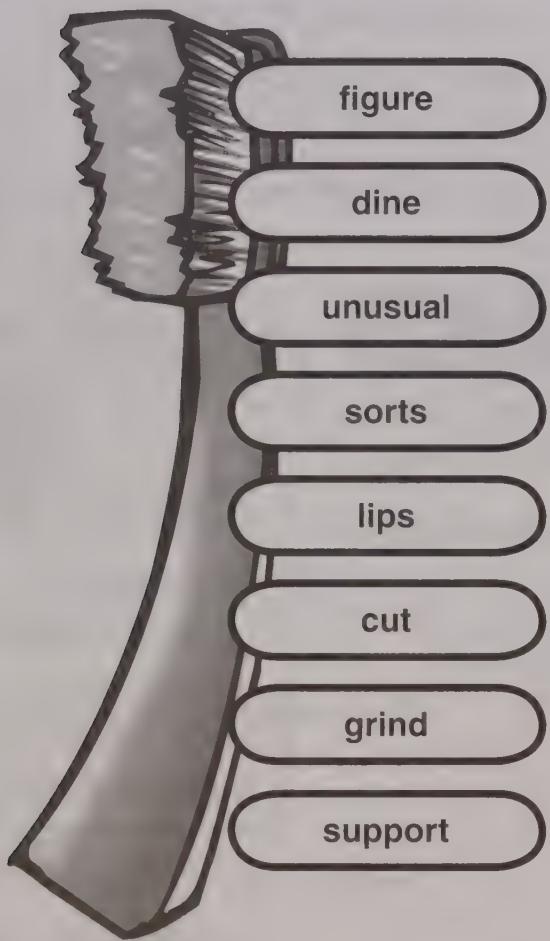
## Find It!

Underline in purple the three words in the story that tell the names of teeth.



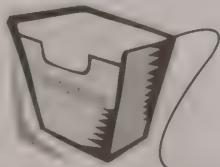
# Time to Brush!

Read a word on the toothbrush. Then find the word's **synonym** on the tube of toothpaste. A synonym is a word with almost the same meaning. Draw a line connecting each toothbrush word to its toothpaste synonym.



## Flossing and Foods

Flossing your teeth and eating good foods are two ways to keep your teeth healthy. Find out some good foods for healthy teeth by unscrambling the letters. Write the words on the floss line.



klmi

otracr

lpeap



# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- fix (fiks) .....to mend or put something back together
- piece (pees) .....a part of something bigger
- played (playd) .....had fun or took part in a game
- sorry (SOR-ee) .....feeling sad or upset
- wheel (weel) .....a round ring that moves something

# A Bad Day

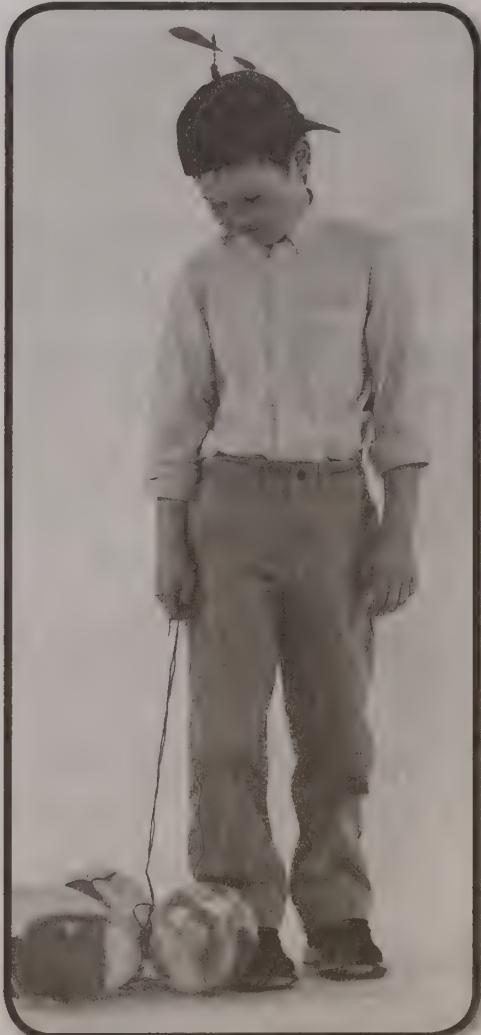
As Joe played with Keith's new toy car, a wheel flew off. "I'm so sorry, Keith," Joe said.

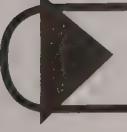
"That's OK, Joe," said Keith.

"My dad can fix it."

At home that day, Joe's sister said, "Joe, I lost a piece to your new game."

Joe started to get mad. Then he said, "It's OK. We'll look for the piece together."



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **antonym**, or opposite.

fix

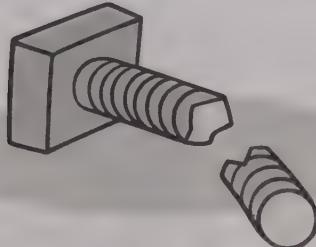
worked

sorry

glad

played

break



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- What happened to Keith's toy car?  
 (A) a wheel got stuck    (B) a door came off  
 (C) a wheel flew off
- What did Joe say to Keith?  
 (A) I'm so happy.    (B) I'm so sad.    (C) I'm so sorry.
- Which did Keith NOT say?  
 (A) That's OK.    (B) I'm so mad.  
 (C) My dad can fix it.
- Who lost a piece to Joe's game?  
 (A) Joe's dad    (B) Joe's brother    (C) Joe's sister
- Joe probably knew that his \_\_\_\_\_ felt sad.  
 (A) dad    (B) brother    (C) sister

## Skill Practice

Put an X next to two sentences that could be **inferences**—or good guesses—you make about the story.

- Joe was happy.
- Joe stopped feeling mad at his sister because he remembered that Keith did not get mad at him.
- Joe knew how it felt to break another person's toy.



### Find It!

Put a check next to the story word that means "with each other."

# Car Craze

Read the word on each car. Then find its **antonym**, or opposite word, in the Word Bank and write it on the line.

## WORD BANK

day    new    started  
mad    together    sorry  
fix    can    lost

**break** \_\_\_\_\_



**ended** \_\_\_\_\_



**apart** \_\_\_\_\_



**glad** \_\_\_\_\_



**cannot** \_\_\_\_\_



**happy** \_\_\_\_\_



**found** \_\_\_\_\_



**old** \_\_\_\_\_



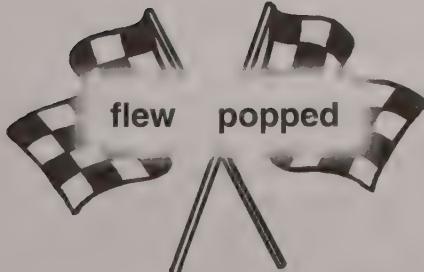
**night** \_\_\_\_\_



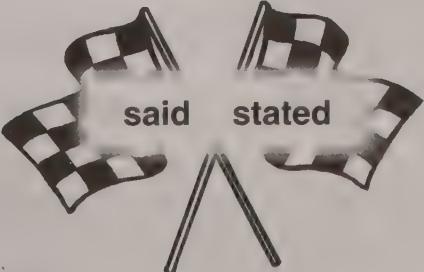
## And They're Off!

Circle the sets of flags that have synonyms on them

flew    popped



said    stated



lost    found



# Let's Get Ready to Read!

## My New Words

Do you know these words from the poem? Let's read them together.

- clean (cleen) ..... not dirty
- lake (lake) ..... a body of water that has land around it
- washes (WAH-shez) ..... gets clean
- water (WAW-ter) ..... a liquid that has no color; it fills our oceans and lakes
- wonder (WUHN-dur) ..... to want to know more

# Water, Water Everywhere



- Bob Daemmrich Photo, Inc.

Water helps the flowers grow,  
Water gets me clean.  
Water washes all the clothes  
In the washing machine.  
Water fills a swimming pool,  
And lakes and rivers, too.  
If we had no water,  
I wonder what we'd do.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each poem word to its **synonym**, or word with the same meaning.

washes

river

water

think

wonder

scrubs

## Skill Practice

Put an X next to the sentence that could be an **inference**—or good guess—you make about the poem.

1. Water comes from the sky.
2. Water is wet.
3. We need water for many important things.

## Answer Time

Read the poem again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. In this poem, which thing does water help to grow?  
Ⓐ bees Ⓑ mountains Ⓒ flowers
2. Which one of these do you put into a washing machine?  
Ⓐ stones Ⓑ shoes Ⓒ clothes
3. Which does the poem NOT say?  
Ⓐ Rain water falls from clouds.  
Ⓑ Water gets me clean.  
Ⓒ Water helps the flowers grow.
4. What can water fill?  
Ⓐ swimming pools Ⓑ lakes Ⓒ both A and B
5. Which do most people use with water to get clean?  
Ⓐ oil Ⓑ coal Ⓒ soap

## Find It!

Put two lines under a word in the poem that names something that grows in a garden.



# What's the Message?

Circle the word in each row that comes **first** when you put the words in ABC order. Write that word on the line.

1. we vine us \_\_\_\_\_

2. sip sun stop \_\_\_\_\_

3. find eye eat \_\_\_\_\_

4. what wet yes \_\_\_\_\_

5. are apple boy \_\_\_\_\_

6. was time tip \_\_\_\_\_

7. for girl eagle \_\_\_\_\_

8. ray run so \_\_\_\_\_

9. would want yell \_\_\_\_\_

10. indoor is just \_\_\_\_\_

11. sit self toast \_\_\_\_\_

12. egg fear earth \_\_\_\_\_

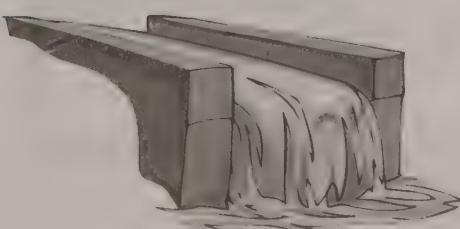
13. lock leg nine \_\_\_\_\_

14. year yard zoom \_\_\_\_\_



## Write It

Now write the **first letter** of each word you wrote above. Write one letter on each line below. Now read your special message.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ !

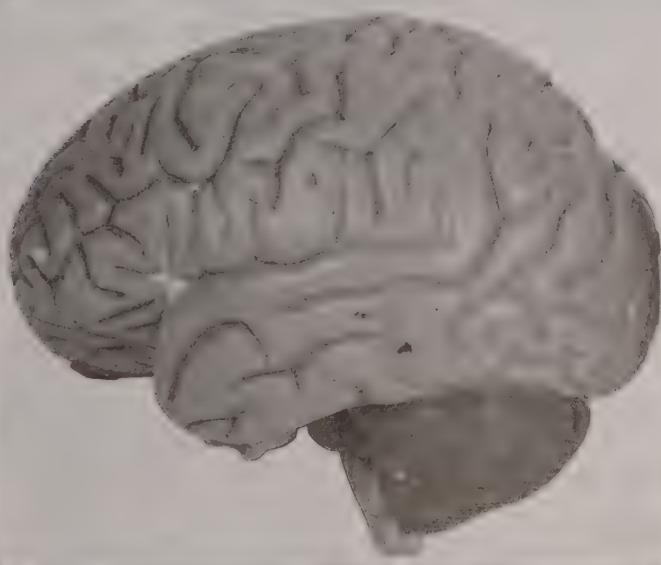
# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- beat (beet) ..... to pump again and again  
head (hed) ..... the top part of a person's body that has  
the eyes, nose, mouth, and ears  
see (see) ..... to look at something with your eyes  
skin (skin) ..... the covering on a person's body  
tells (telz) ..... says

## Learn About the Brain



The brain is in the head.  
It tells the body what to do.  
It tells the heart to beat.  
It tells you what the eyes see.  
It tells you what the skin  
feels, too.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each story word to its **synonym**, or word with the same meaning.

tells

notice

beat

speaks

see

thump

## Skill Practice

Put an X in front of a **conclusion**, or decision you could make after reading this story.

1. The brain is round.

2. The brain is a very important part of your body.

3. The brain has skin.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Where in the body is the brain found?

- (A) in the chest
- (B) in the head
- (C) in the leg

2. What does the brain tell the heart?

- (A) to see
- (B) to feel
- (C) to beat

3. The brain tells the skin to \_\_\_\_.

- (A) see
- (B) feel
- (C) beat

4. Which is NOT in this story?

- (A) The brain tells the body what to do.
- (B) The brain tells what the eyes see.
- (C) The brain has an odd shape.

5. What is another good title for this story?

- (A) What Does the Brain Do?
- (B) The Eyes See
- (C) Learn About Skin

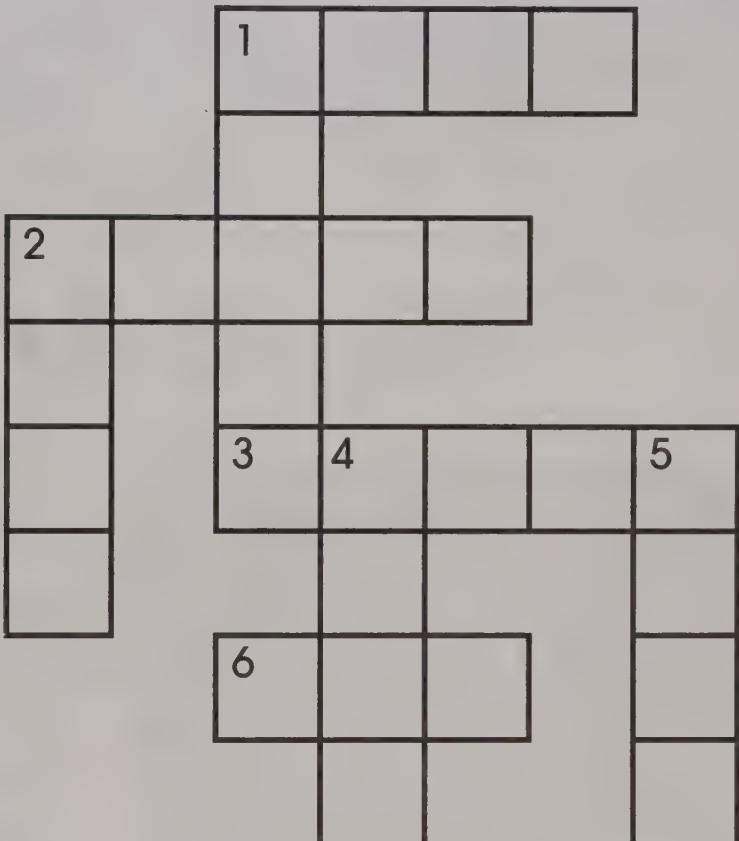
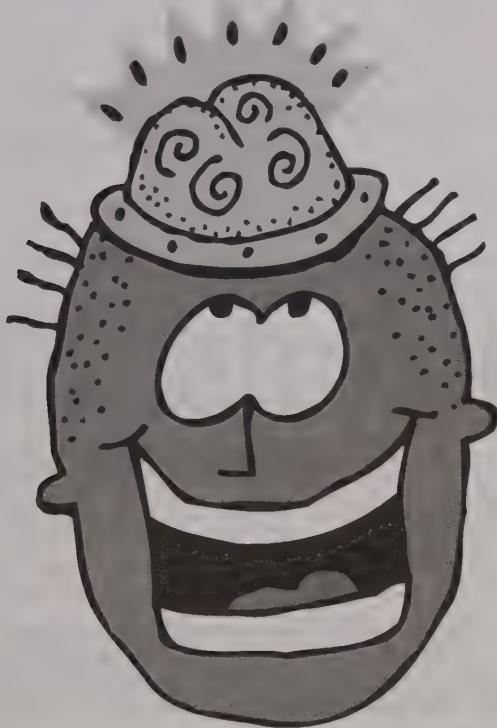
## Find It!

Circle the word in the story that names the body part that is in your chest.



# Use Your Noggin!

Read each clue. Then choose the story word from the Word Bank that completes the clue. Write the word in the crossword puzzle. Write one letter in each box of the puzzle.



## WORD BANK

**skin, brain, head, eyes**  
**see, tells, heart, beat**

## Across

- Your \_\_\_\_ is at the top of your body.
- The \_\_\_\_ is in your head.
- Your brain \_\_\_\_ your heart to beat.
- You can \_\_\_\_ many things around you.

## Down

- Your \_\_\_\_ is in your chest.
- The heart needs to \_\_\_\_.
- Your \_\_\_\_ let you see.
- Your \_\_\_\_ covers your body.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the poem? Let's read them together.

- feed (feed) ..... eat
- flight (flite) ..... flying
- moving (MOOV-ing) ..... going from one place to another
- on foot (on foot) ..... walking
- way (way) ..... path

# Night Animals



Going out into the night  
 Animals on foot  
 Animals in flight.  
 Quiet raccoons look  
 From station to station;  
 Bats find their way  
 With echolocation.  
 Owls wait  
 For moving things below.  
 Skunks walk slowly  
 As they go.  
 What are they looking for?  
 What do they need?  
 For these night animals,  
 It is time to feed.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. We are \_\_\_\_\_ to another town.
2. Horses like to \_\_\_\_\_ on oats.
3. Which is the best \_\_\_\_\_ to your house?

### WORD BANK

moving      way      feed

## Answer Time

Read the poem again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

## Skill Practice

Go back to the poem. Then follow these directions.

1. Find a word that means "more than one animal." Put a check by it.
2. Circle a word that is the opposite of "loud."
3. Draw a box around a word that names an animal that flies.



### Find It!

Underline the word in the poem that rhymes with "below."



1. This poem takes place in the \_\_\_\_\_.  
Ⓐ day Ⓑ night Ⓒ afternoon
2. Which animal does the poem NOT talk about?  
Ⓐ owls Ⓑ raccoons Ⓒ tigers
3. What are the night animals in the poem looking for?  
Ⓐ homes Ⓑ food Ⓒ beds
4. In this poem, what does **wait** mean?  
Ⓐ run Ⓑ hop Ⓒ sit
5. From other words in the poem you can tell that owls probably wait \_\_\_\_\_.  
Ⓐ in trees Ⓑ in holes Ⓒ in houses

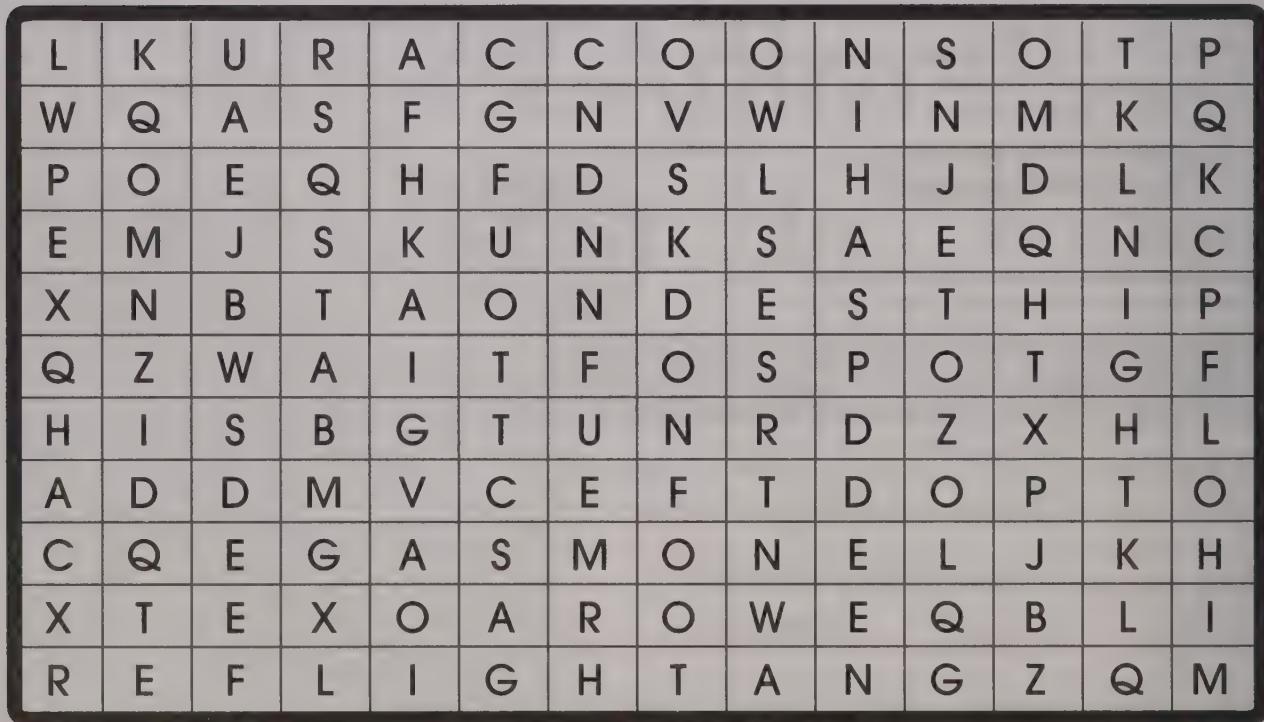
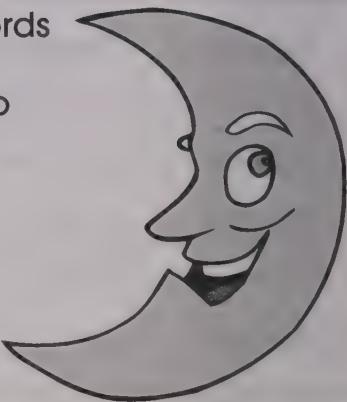


# Night Animal Words

Find and circle some night animal names and other words from the poem hidden in this puzzle. Use the Word Bank for help. You can look for these words across (from left to right), up, or down.

## WORD BANK

**flight, owls, skunks, bats,  
wait, need, on foot, night,  
raccoons, feed**



## Going Batty

Read the word over each bat. Draw a line from each bat to the moth that has a word with the **opposite** meaning.

night



stopped



moving



day



looking



finding



# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- conversations (kon-vur-SAY-shuhns) . . . talking back and forth
- discovered (diss-KUH-vurd) . . . . . something that is found
- machine (muh-SHEEN) . . . . . an object that has moving parts and does a job
- scientist (SYE-uhn-tist) . . . . . a person who studies nature and other things
- understood (uhn-dur-STOOD) . . . . . to have learned what something means

# Elephant Talk



A scientist wanted to find out if elephants talk to each other.

She used a special machine to record the very low sounds that elephants in a zoo made. She discovered that they were talking to each other. She then went to Africa to record hundreds of elephant conversations.

She understood some of the sounds. She heard young elephants call out when they were afraid. Then the mother elephants would answer in a loving way. She said elephants are good listeners. They can talk to each other more than 4 miles away.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. Jon finally \_\_\_\_\_ the math problem.
2. What are the \_\_\_\_\_ coming from the street?
3. She tried to \_\_\_\_\_ her mother politely.

### WORD BANK

**answer understood sounds**

## Skill Practice

Read each sentence. Put a **1** on the line if it happened **first** in the story. Put a **2** on the line if it happened **next** in the story. Put a **3** on the line if it happened **last**.

- A scientist discovered elephants were talking to each other.
- A scientist used a machine to record the sounds that elephants in a zoo made.
- A scientist went to Africa to record hundreds of elephant conversations.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. A scientist went to Africa to \_\_\_\_\_.  
 ⓐ find out if elephants took baths  
 ⓑ find out if elephants talked to each other  
 ⓒ find out how elephants played
2. What did the scientist use to listen to elephants?  
 ⓐ a special broom ⓑ a special ear ⓒ a special machine
3. What kinds of sounds did the zoo elephants make?  
 ⓐ screaming sounds ⓑ high sounds ⓒ very low sounds
4. When did the young elephants in Africa call out?  
 ⓐ when they were sleeping ⓑ when they were happy  
 ⓒ when they were afraid
5. What does being a “good listener” mean?  
 ⓐ you behave when someone talks  
 ⓑ you listen and understand what others say  
 ⓒ you sing while others talk

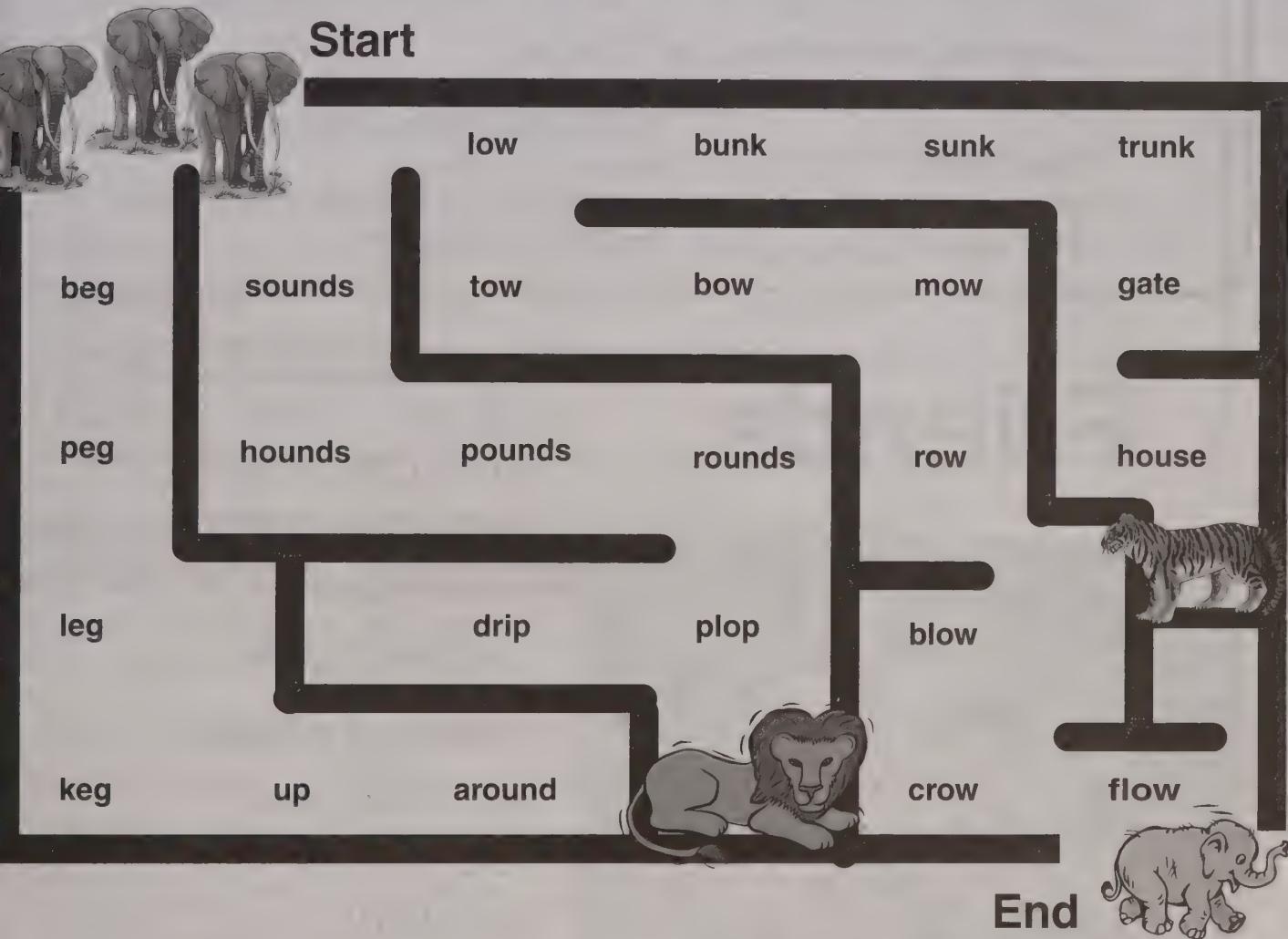


**Find It!**

Draw a box around the story word that means “talks with each other.”

# Elephants Can Talk!

Get the mother elephants to their babies. Draw a line along the path on which all the words **rhyme**, or share the same ending sound.



## What's the Message?

The letters are mixed up. Unscramble them.  
Write what each baby elephant is saying on the lines.



1 IpeH em!



2 I ma hngyur.



3 erheW ear ouy?

# Let's Get Ready to Read!

## My New Words

Do you know these words from the poem? Let's read them together.

- everything** (EV-ree-thing) . . . all things
- first** (furst) . . . number one, or something that comes before the second thing
- stay** (stay) . . . to be in a place
- strange** (straynj) . . . something that is different or unusual
- sure** (shoor) . . . having no questions

# Friends



When I got to school the  
very first day,  
I wasn't sure if  
I wanted to stay.

Everything strange,  
everything new,  
I didn't know  
what to do.

Then you said, "Hi.  
My name is Lee.  
I'll sit by you  
if you'll sit by me."

Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank to complete each sentence.

1. He's in \_\_\_\_\_ grade.
2. This tastes \_\_\_\_\_.
3. I will get \_\_\_\_\_ at the store.

### WORD BANK

everything strange first

## Skill Practice

Put an X next to two sentences that could be **inferences**—or good guesses—you make about the poem.

1. The student talking in the poem did not know anyone.
2. The student is about 7 years old.
3. The student had made a new friend.

## Answer Time

Read the poem again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. On which day is the student in the poem going to school?  
 A Monday     B Friday     C the first day
2. What do you know about the student from the poem?  
 A The student didn't know what to do.     B The student is tall.  
 C The student does not feel well.
3. Which does the poem NOT say about the student?  
 A He or she thinks everything at school is strange.  
 B He or she thinks everything at school feels new.  
 C He or she has brown hair.
4. Which is the name of the student's new friend?  
 A Amy     B Lee     C Stan
5. Another title for this poem could be \_\_\_\_\_.  
 A A New Friend     B What's Going On?  
 C John and Jane



### Find It!

Underline the word in the poem that names a place where you would go to learn.

# What Good Friends Do

Finish the word puzzle to find out what else good friends do together. Write a word from the Word Bank that matches each clue. Write one letter in each box. Then look at the first letter of each word. What do the letters spell? Write the word on the line below.

**Good friends** \_\_\_\_\_.

**WORD BANK**

garden glass ant  
Lee unhappy



1. The name of the student in the poem
2. The name of a bug
3. The opposite of happy
4. A place where you grow flowers
5. Something you use to drink milk



## Friendly Faces

Whose friendly faces are these? Read each sentence and write the girl's number under each face.



1. Emma just heard a funny joke.
2. Sara loves to ride bikes.
3. Anna loves to sing.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- country (KUN-tree) ..... an area of land in the world
- giant (JI-unt) ..... huge or large
- pet (pet) ..... an animal that can live in someone's home
- sound (sound) ..... a noise or something you hear
- worried (WUR-eed) ..... bothered or troubled

## A Fun Pet?

Would you want a cockroach for a pet?

Many people in Thailand have bought giant cockroaches as pets. Thailand is a country in Asia. The giant cockroach can grow to be several inches long. It makes a hissing sound.

Some people in Thailand are worried about these pets. Cockroaches can carry germs. Germs can cause diseases. So people in Thailand have made it illegal to buy or sell roaches.



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank next to its **synonym**, or word(s) with the same meaning.

upset \_\_\_\_\_

very big \_\_\_\_\_

noise \_\_\_\_\_

### WORD BANK

sound    worried    giant

## Skill Practice

Go back to the story. Then follow these directions.

1. Draw a circle around the story's title.
2. Find a word that is the opposite of "short" and underline it.
3. Find a word that means "more than one cockroach." Draw a box around it.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Where are people buying cockroaches as pets?  
 ⓐ United States    ⓑ New York    ⓒ Thailand
2. How long can giant cockroaches grow?  
 ⓐ several feet    ⓑ several inches    ⓒ several yards
3. The story says cockroaches can make a \_\_\_ sound.  
 ⓐ buzzing    ⓑ booming    ⓒ hissing
4. People are worried because cockroaches can carry \_\_\_.  
 ⓐ blocks    ⓑ flowers    ⓒ germs
5. This story makes you think that some people in Thailand want to \_\_\_.  
 ⓐ laugh    ⓑ get lost    ⓒ stay well



### Find It!

Draw a box around a word in the story that means "to get larger or older."

# Pet Parade Crossword

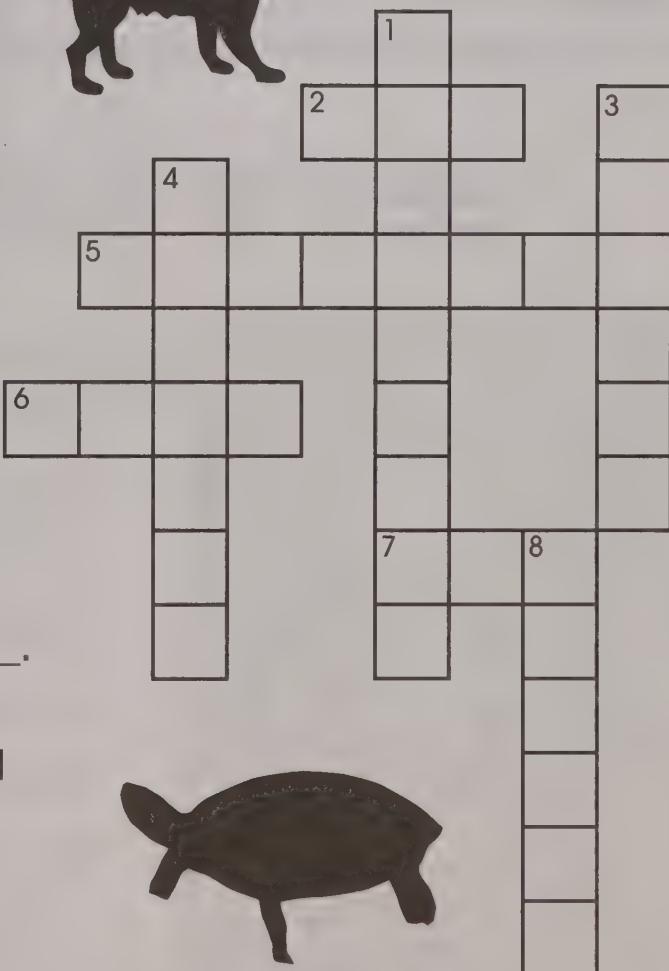
Read each word clue. Choose a word from the Word Bank to complete each clue. Then write it in the puzzle next to the correct number. Write one letter in each box.

## WORD BANK

hamster    dog    cat    kitten    fish    cockroach    parakeet    turtle

### Across

2. A pet that barks is a \_\_\_\_.
5. A \_\_\_\_ is a kind of bird.
6. A pet \_\_\_\_ stays in water.
7. A \_\_\_\_ says "Meow."



### Down

1. The pet in the story is a \_\_\_\_.
3. A baby cat is a \_\_\_\_.
4. A \_\_\_\_ stays in a cage and likes to chew.
8. A \_\_\_\_ has a hard shell.



## A Perfect Pet

Read *The Perfect Pet*, by Margie Palatini. Decide what the perfect pet would be for you. Then draw a picture about the pet and give it a name.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- exercise (EK-sur-size) ..... activity or movement to keep the body strong
- hard (hard) ..... not soft
- shape (shayp) ..... the form or outline of something
- skeleton (SKEHL-uh-tuhn) ... a set of bones that gives an animal body its shape
- stand (stand) ..... to be up on your feet

# Let's Exercise!



A set of hard bones is inside your body. That set of bones is called a skeleton.

Your skeleton gives your body its shape. It helps you stand up, too. Exercise helps your skeleton. Exercise keeps your bones strong.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **antonym**, or opposite.

hard

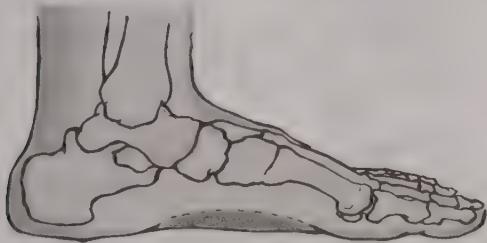
relax

stand

soft

exercise

sit



## Skill Practice

Use a **detail** word from the Word Bank to complete each sentence.

- The set of bones in your body is called a \_\_\_\_\_.
- The set of bones gives your body its \_\_\_\_\_.
- The set of bones helps you \_\_\_\_\_, too.

### DETAIL WORDS

shape stand skeleton

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



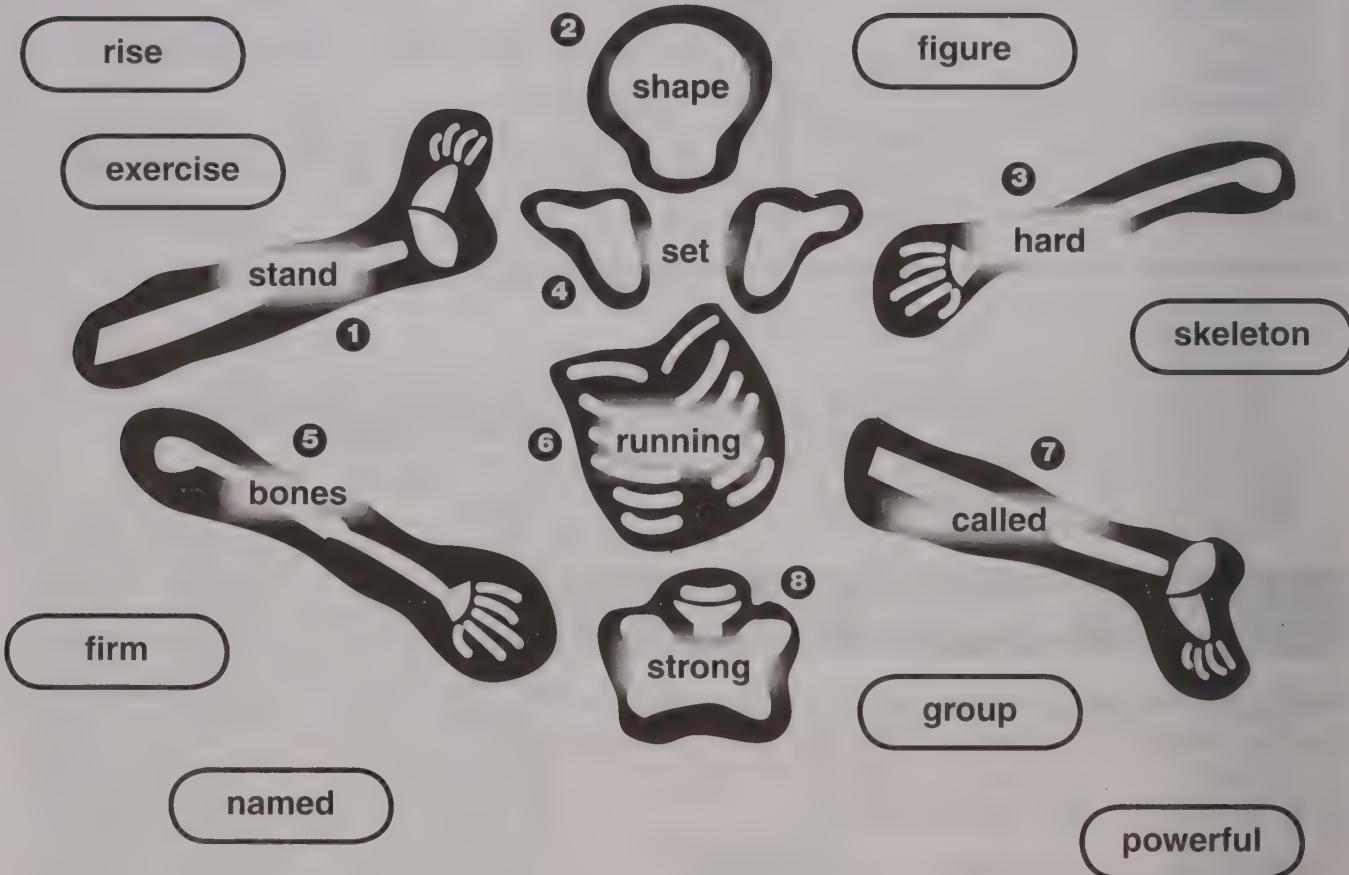
- A skeleton is a set of hard \_\_\_\_\_.  
Ⓐ logs Ⓑ stones Ⓒ bones
- A skeleton gives a body its \_\_\_\_\_.  
Ⓐ flowers Ⓑ shape  
Ⓒ food
- A skeleton is found \_\_\_\_ a body.  
Ⓐ over Ⓑ outside Ⓒ inside
- Think of another title for this story.  
Write it on the line.  
\_\_\_\_\_
- What keeps bones strong?  
Ⓐ trees Ⓑ air Ⓒ exercise

### Find It!

Draw a triangle around the story word that is the opposite of "outside."

# A Bunch of Bones

Read a word on one of the bones. Then find its **synonym**, or word with almost the same meaning. Color both the same color. Now find other pairs of synonyms. Color each pair, and use a different color for each pair.



## Jumping Jill

Circle the two pairs of words in the poem that rhyme.

Jill jumps rope  
Night and day.

Jill says, I'm sure  
That's okay.

'Cause when I jump  
For so long,

I know my bones are  
Getting strong!

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- bringing (BRING-ing) ..... carrying
- guide (gide) ..... to lead or help someone around
- jobs (jobz) ..... kinds of work
- opening (OH-puhn-ing) ... pushing open
- wonderful (WUHN-dur-fuhl) . great

# Dogs Are Great



Dogs can do many jobs. Some dogs help people who don't see well. They guide them as they walk.

Some dogs help people who don't walk well by bringing things to them. Some dogs help people who don't use their arms well by opening doors for them.

Dogs can be wonderful companions and good friends.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank next to its **synonym**, or word(s) with the same meaning.

lead around \_\_\_\_\_

help open \_\_\_\_\_

super \_\_\_\_\_

### WORD BANK

wonderful guide opening

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- The story says \_\_\_\_ can do jobs for people who need help.  
 A horses     B dogs     C cows
- Some dogs can \_\_\_\_ people who don't see well.  
 A find     B guide     C harm
- Some dogs help by \_\_\_\_ things to people who don't walk well.  
 A calling     B loading     C bringing
- Which two things does the story NOT say about dogs?  
 A Dogs must be fed.     B Dogs can be good friends.  
 C Dogs need good homes.
- Another title for this story might be \_\_\_\_.  
 A Dogs Can Work     B Dogs Need Care     C Where Is the Dog?

## Skill Practice

Put an X by the sentence that best **summarizes**, or retells, the story.

- \_\_\_\_ 1. There are many kinds of dogs.
- \_\_\_\_ 2. Dogs can give help to people who need it.
- \_\_\_\_ 3. Some dogs are brown and white.



### Find It!



Circle the word in the story that names something you can find in every house.

# Doggy Dinnertime

There is not enough food for these dogs. Fill up their dishes by writing the number of the **synonym** (word or words with the same meaning) on the line next to each word.

       dogs



       guide



       opening



       jobs



       help



       friends



       people



       things



       many



## WORD BANK

1. pals
2. stuff
3. lots
4. animals
5. work
6. persons
7. aid
8. direct
9. pushing open



## Drawing Dogs

Draw some funny dog pictures on your own paper. Draw a dog wearing sneakers. Draw a dog holding balloons. Draw a dog with a drum. What else can you draw?

# Let's Get Ready to Read!

## My New Words

Do you know these words from the letter? Let's read them together.

- baseball (BAYS-bawl) ..... a game played with a bat and ball
- happened (HAP-uhnd) ..... something that took place in the past
- kindergarten (KIN-dur-gar-tuhn) ..... the class that comes before first grade
- recess (REE-ses) ..... a break from work when you rest or play
- supposed (SUH-pozd) ..... expected

## Dear Bob,



Jenna has been my good friend since kindergarten.

Today at recess, we played baseball. Jenna asked if she could play with us.

Tom told her no. He said only boys played baseball. I didn't say anything.

Jenna looked really sad. I feel bad about what happened. I mean, I really like Jenna, but what was I supposed to do?

Your cousin,

Jack

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank next to its **synonym**, or word(s) with the same meaning.

unhappy \_\_\_\_\_

occurred \_\_\_\_\_

a thing \_\_\_\_\_

### WORD BANK

**happened sad anything**

## Skill Practice

Put an X in front of two **conclusions**, or decisions you could make after reading this letter.

- \_\_\_\_\_ 1. Jenna felt happy.
- \_\_\_\_\_ 2. Jack didn't speak up for Jenna.
- \_\_\_\_\_ 3. Jenna felt left out.

## Answer Time

Read the letter again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. Who was the letter written to?  
Ⓐ Tom Ⓑ Bob Ⓒ Jenna
2. Which two had been good friends since kindergarten?  
Ⓐ Jack and Jenna Ⓑ Jenna and Bob Ⓒ Jenna and Tom
3. What did Jenna want to play?  
Ⓐ soccer Ⓑ music Ⓒ baseball
4. How did Jack say he felt?  
Ⓐ sad Ⓑ bad Ⓒ sorry
5. Bob is Jack's \_\_\_\_\_.  
Ⓐ brother Ⓑ uncle Ⓒ cousin

### Find It!



Draw a box around a word in the letter that rhymes with "bike."

# A Friendly Message

Write the first letter of each picture's name on the line beneath it.  
Then read your friendly message.




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## A Friendly Read

Read *Frog and Toad Are Friends*, by Arnold Lobel. Decide which part you liked best—and write a letter to someone in your family about why you liked it so much.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the poem? Let's read them together.

- float (floht) ..... to move slowly in the air or on water
- germs (jurmz) ..... very small living things that can make people sick
- keys (keez) ..... things used to open or close locks
- share (shair) ..... to give part of something to someone
- sneeze (sneez) ..... to push air out from the nose and mouth

# Sharing



It's nice to share dolls,  
Cars, blocks, and keys.  
But, please don't ever  
Share your sneeze.  
Use tissues to cover  
Your mouth and nose,  
So that's as far  
As your sneeze goes.  
Whenever you sneeze,  
Germs float through the air.  
They make people sick.  
Germs aren't to share.  
—Marie Cecchini



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank below its meaning.

to give part of something:

---

at whatever time:

---

to move slowly on water:

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### WORD BANK

whenever    share    float

## Skill Practice

Go back to the poem. Then follow these **directions**.

1. Put a box around the word that means "it is."
2. Circle a word that names a toy.
3. Draw a sad face next to a word that means "ill."



## Answer Time

Read the poem again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. This poem is mostly about a \_\_\_\_.  
 A laugh     B cough     C sneeze
2. The poem says it's nice to share \_\_\_\_.  
 A dogs     B dolls     C flowers
3. A sneeze comes out of your \_\_\_\_ and mouth.  
 A ears     B eyes     C nose
4. If you use a tissue when you sneeze, germs will not \_\_\_\_.  
 A bread     B tread     C spread
5. Another title for this poem could be \_\_\_\_.  
 A Don't Share Germs     B Tissues     C Floating

### Find It!



Circle the word in the poem that is the antonym, or opposite, of "well."

# Sharing Sharon

Read the word beside each of Sharing Sharon's dolls. Choose two words from the Word Bank that mean almost the same thing as the word by the doll. Write them on the lines beside each doll.



dolls \_\_\_\_\_



sick \_\_\_\_\_



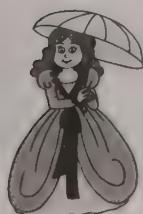
far \_\_\_\_\_



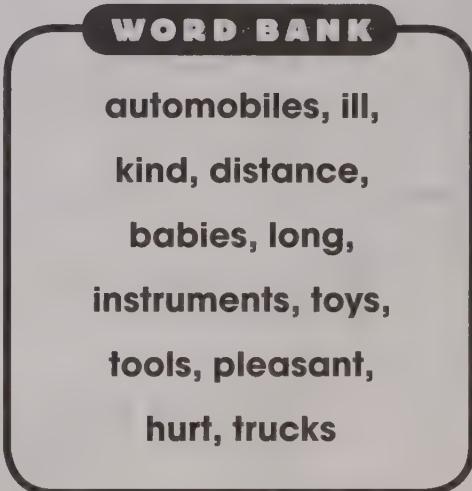
nice \_\_\_\_\_



keys \_\_\_\_\_



cars \_\_\_\_\_



## Draw Three

On your own paper, draw pictures of three things that are okay to share.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- area (AIR-ee-uh) ..... a part of a place
- fur (fer) ..... a coat of hair over the skin of animals
- layer (LAY-ur) ..... a thickness or coating of something
- protects (pruh-TEKS) ..... keeps safe from harm
- thick (thik) ..... wide, not thin

# How Harp Seals Stay Warm in the Arctic

Baby harp seals live in the Arctic. The Arctic is the cold area around the North Pole.

Baby harp seals have fluffy white fur. Grown-up harp seals do not have fluffy fur. Their fur is thick and short. The thick fur helps seals stay warm.

Seals also have a layer of fat under their skin. The fat protects seals from the cold.



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **synonym**, or a word that means the same.

fur

heavy

area

space

thick

covering

## Skill Practice

Summarize in your own words the **main idea**, or what the story is mostly about. Hint: Read the first sentence again.

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## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



- This story is mostly about \_\_\_\_.  
 A tigers     B harp seals     C dogs
- Where is the Arctic?  
 A near the South Pole     B near Texas  
 C near the North Pole
- What has fluffy white fur?  
 A grown-up harp seals     B baby harp seals  
 C no animals
- Fat is found under a seal's \_\_\_\_.  
 A chin     B skin     C neck
- Which two things keep a seal warm?  
 Write the story words here:  
 \_\_\_\_\_ and \_\_\_\_\_.

### Find It!



Underline the word in the story that rhymes with "quick."

# Feed the Seals

Match up each hungry seal with a tasty fish. First, read the word meaning on each seal. Next, find the correct word to match it on a fish. Then draw a line to connect the two.

fluffy and white



helps care for



opposite of hot



adult

short

water animals with flippers



thick

white

grown-up



opposite of black



cold

protects

spot or place



seals

area

opposite of thin



not tall



fur

## Read and Draw

Read *Sammy the Seal*, by Syd Hoff. Make up another city adventure for Sammy and draw a picture to show it.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

**apart** (uh-PART) ..... to break into parts or pieces

**over** (OH-vur) ..... across a space, or to move something from its place

**pull** (pul) ..... to move something forward or toward you

**scientists** (SYE-uhn-tists) .. people who study nature and other things

**storms** (stormz) ..... bad weather, like heavy snow or rain with lots of wind

# Tornadoes Are Big Storms

Tornadoes are big windstorms. These storms can do a lot of harm.

Tornadoes can pull buildings apart. They can harm trees.

Tornadoes can blow over cars and boats, too.

Scientists are learning about tornadoes. They want to keep people safer from these storms.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **antonym**, or opposite.

over

push

pull

together

apart

under



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. A tornado is a big \_\_\_\_.  
 A snowstorm     B windstorm     C rainbow
  
2. A tornado can do a lot of \_\_\_\_.  
 A helpful things     B harm     C fun
  
3. Which can tornadoes pull apart?  
 A buildings     B rivers     C oceans
  
4. Which can tornadoes blow over?  
 A cars     B boats     C both A and B
  
5. **Tornado** is a weather word. Which of these is also a weather word?  
 A cars  
 B boats  
 C snow

## Skill Practice

Read this **cause**, or why something happens. Put an X next to the sentence that is an **effect**, or what happens in the story because of the cause.

**Cause:** Tornadoes fall from the sky.

**Effect:**

- \_\_\_\_ 1. Tornadoes come in the spring.
- \_\_\_\_ 2. Tornadoes can pull buildings apart.
- \_\_\_\_ 3. Tornadoes can be big.



## Find It!

Draw a triangle around the word in the story that is the antonym, or opposite, of "small."

# Stormy Synonyms

Read the word on each storm cloud. Find its **synonym**, or a word that means the same, in the Word Bank. Write the synonym on the line.

## WORD BANK

bright    houses    tornadoes    large    automobiles  
 hurt    understanding    persons    air    protected    ships

pull

buildings

harm

big

boats

cars

storms

sunny

safer

people

wind

learning

## Be a Weather Watcher

Look through old magazines or catalogs for pictures of different kinds of weather. Cut out the pictures and make a weather poster called "Wonderful Weather."

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- best (best) ..... greatest or most important
- jokes (jokes) ..... things said or done to make others laugh
- learned (lurnd) ..... found out something
- movies (MOO-vees) ..... shows you see on a big screen
- secrets (SEE-crits) ..... things that are kept hidden from others

# A Great Friend



Nancy, the new girl, always smiled at Fran. She just never said anything. One day Fran said, "Hi, sit together at lunch?" Nancy still said nothing.

One other day, Fran watched as Nancy sat next to her in the cafeteria. The two girls started talking. Fran learned that sometimes Nancy didn't hear well, that she liked pizza, and loved going to the movies. In time, they told each other their best secrets and funny jokes. Fran knew she had made a great friend.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. I just \_\_\_\_\_ that you are coming home.
2. The \_\_\_\_\_ ice cream is in this shop.
3. Which \_\_\_\_\_ have you already seen?

### WORD BANK

best    movies    learned

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Who always smiled?  
 A Fran     B Nancy     C no one
2. Who in the story never seemed to say anything?  
 A Fran     B Nancy     C no one
3. What did Nancy love to do?  
 A go swimming     B go bowling     C go to the movies
4. Which words in the story mean “before long?”  
 A She just     B In time     C Hi, sit
5. Why do you think Nancy didn’t answer Fran?  
 Write some words here:  


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## Skill Practice

Put an X by the sentence that best summarizes, or retells, the story.

1. Fran went to school.
2. Fran became good friends with Nancy, a new girl at school.
3. Fran and Nancy went to the movies together.

## Find It!

Draw a box around the word in the story that describes jokes.



# What a Pair!

Look at the picture pairs below. Put the picture names together to make one big word. Two words put together to form one word is a **compound word**. Write the compound word on the line.



friend



ship



butter



fly



moon



light



bird



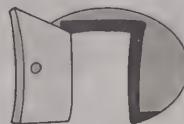
house



foot



ball



door



bell



rain



bow



sun



shine

## Friends and Riddles

Read the riddles. Choose from these words to answer them: **talk, popcorn, bikes**. Write the words below.

- I am a snack that friends like to share.  
I rhyme with **horn**.  
What am I? \_\_\_\_\_
- I am something friends like to do.  
I rhyme with **walk**.  
What am I? \_\_\_\_\_

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- colonists** (KOL-uh-nists) . . . . . people who live in a newly-settled area
- few** (fyoo) . . . . . not many of something
- native** (NAY-tiv) . . . . . a person born in a certain place
- ship** (ship) . . . . . a large boat that moves across deep water
- traveled** (TRAV-uhld) . . . . . moved from one place to another

## The Colonists

Long ago, about 100 colonists left England on a ship called the *Mayflower*. Colonists were people who traveled to a different land to live.

After a long trip, they landed. The *Mayflower* landed at what is now Cape Cod, in Massachusetts. This land was home to many native people.

At first, most of the colonists stayed on the ship. A few went to shore. After a few weeks, they found a good place to build their new town. They called it Plymouth.



—AP/Wide World Photos



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank next to its **synonym**, or word with the same meaning.

stayed \_\_\_\_\_

few \_\_\_\_\_

traveled \_\_\_\_\_

### WORD BANK

went    rested    several

## Skill Practice

Use a **detail** word to complete each sentence.

1. About 100 \_\_\_\_\_ left England.
2. The name of the colonists' ship was the \_\_\_\_\_.
3. The colonists called their town \_\_\_\_\_.

### DETAIL WORDS

**Mayflower**   **colonists**   **Plymouth**

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. When did the colonists leave England?  
Ⓐ yesterday   Ⓑ long ago   Ⓒ days ago
2. The colonists were people who traveled to a different \_\_\_\_\_.  
Ⓐ house   Ⓑ forest   Ⓒ land
3. Which does the story NOT say about colonists?  
Ⓐ They had a long trip.   Ⓑ They sang and danced.  
Ⓒ They met native people on the land.
4. When they landed, only a \_\_\_\_ went to shore.  
Ⓐ doctor   Ⓑ few   Ⓒ leader
5. After a few weeks, what did the colonists find?  
Write the story words here: \_\_\_\_\_



### Find It!

In the story,  
circle the  
words that  
mean "in the  
beginning."

# How Did They Feel?

How did the colonists feel after their long trip? Write the first letter of each picture name under the picture. Then read the message.



## What's the Order?

Write a **1**, **2**, **3**, or **4** in front of each sentence to show when things happened in the story. On a large piece of paper, draw four pictures for each sentence. Put them in the right story order.

- A few colonists got off the ship to go to shore.
- The colonists met native people on the land.
- The colonists began to build their new town.
- The colonists and the Mayflower landed.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- buy (bye) ..... to get something by paying money for it
- inside (IN-side) ..... in something
- lost (lawst) ..... cannot find
- money (MUHN-ee) ..... bills and coins you use to buy things
- thought (thawt) ..... was thinking about something

# The Lost Mitten

Cara found a mitten at school.

Inside it was a five-dollar bill!

Wow, she thought. What I could buy with this! Maybe ice cream or balloons!

"Hey, Cara," called Jill. "Have you seen any money? Deb lost her lunch money. It was in her mitten."

Cara knew what to do with the money.  
Would you?



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete each sentence.

1. She went \_\_\_\_\_.
2. I need to \_\_\_\_\_ some food for dinner.
3. I \_\_\_\_\_ we would watch TV.

### WORD BANK

thought      inside      buy

## Skill Practice

Put an X in front of two conclusions, or decisions you could make after reading this story.

- \_\_\_ 1. The money Cara found was probably Deb's lunch money.
- \_\_\_ 2. Cara was probably a tall girl.
- \_\_\_ 3. Cara probably gave the money she found back to Deb.



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Where did Cara find the mitten?  
Ⓐ at home    Ⓑ at the store    Ⓒ at school
2. What was inside the mitten Cara found?  
Ⓐ dirt    Ⓑ money    Ⓒ dust
3. Which did Cara NOT think about buying with the money?  
Ⓐ balloons    Ⓑ ice cream    Ⓒ popcorn
4. Who in the story said, "Have you seen any money?"  
Ⓐ Cara    Ⓑ Deb    Ⓒ Jill
5. What is the meaning of "mitten"?  
Ⓐ something to keep your nose warm  
Ⓑ something to keep your foot warm  
Ⓒ something to keep your hand warm

### Find It!



Circle a word in the story that names a meal in the middle of the day.

# Mitten Mix-Up

Draw a line between each matching pair of mittens. Then choose a word from the Word Bank that has the opposite meaning of the word on each mitten. (Words that mean the opposite are called **antonyms**.) Write the words under their antonyms.

## WORD BANK

whisper false present boy cry sell found outside

inside

past

buy

yell

girl

laugh

true

lost

## A Mitten Is...

Read the book *The Mitten*, by Jan Brett. Then think of another unusual use for a mitten. On your own paper, draw a picture to show your mitten idea.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- litter** (LIT-ur) ..... to throw trash on the ground
- program** (PROH-gram) .... plan
- recycle** (ree-SYE-kuhl) ..... to divide trash so it can be collected and reused
- start** (start) ..... to begin
- trash** (trash) ..... things you throw away

# Make Every Day Earth Day



Don't litter! Pick up litter you see and put it in trash cans.

Recycle cans, bottles, and newspapers!  
Start a recycling program at school,  
and use any money you earn to buy  
something for your school.

Save a tree! Paper is made from trees.  
Save trees by using both sides of a  
piece of paper.

Save water! Turn the faucet off while  
brushing your teeth and washing  
your face.

Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each word to its **antonym**, or opposite.

start

waste

save

treasure

trash

finish



## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- This story is about helping take care of \_\_\_\_.  
 A Earth    B Mars    C your school
- Where does the story say you should put litter?  
 A in garbage trucks    B in trash cans    C in school
- Which of these does the story say to recycle?  
 A newspapers    B cans and bottles  
 C both A and B
- If you use both sides of a piece of paper, you are saving \_\_\_\_.  
 A trees    B water    C teeth
- What comes out of a faucet?  
 A litter    B water    C trash

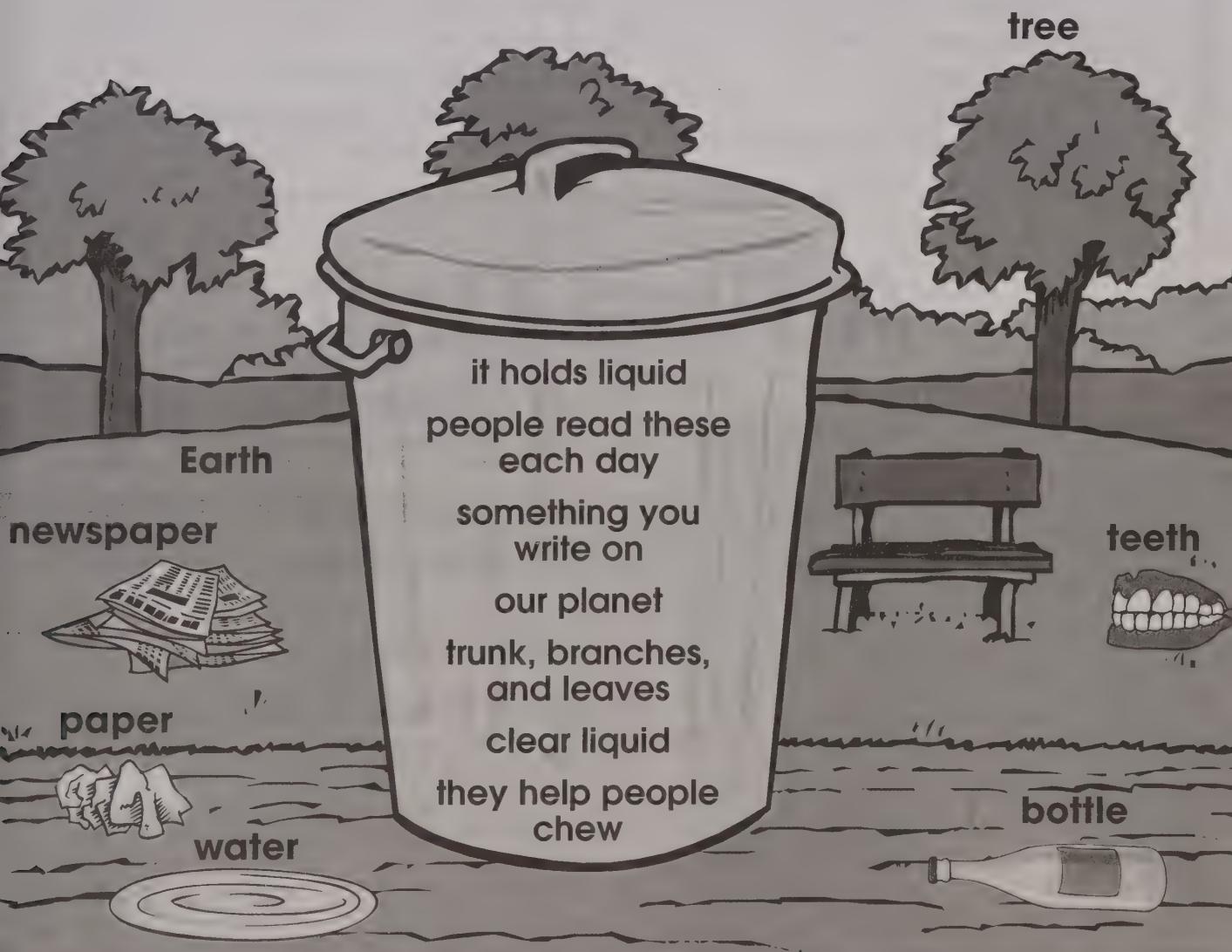


## Find It!

Circle the word in the story that names something you spend.

# Litter, Litter, Go Away

Help clean up the litter and put it in the trash can. Draw a line connecting the word from each piece of litter to its meaning on the trash can.



## Recycle It!

What kind of trash can you recycle? Unscramble these four words to get your answer from these words: **glass, plastic, paper, cans**.

nsac \_\_\_\_\_

tscilpa \_\_\_\_\_

pprea \_\_\_\_\_

saslg \_\_\_\_\_

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- alarm (uh-LARM) ..... a machine that makes a big sound
- happen (HAP-uhn) ..... to take place
- rest (rest) ..... people or things still there
- rules (roolz) ..... instructions that people follow
- teacher (TEE-chur) ..... a person who helps others learn

## A Fire Drill



The fire alarm went off.

"Remember the fire drill rules," the teacher said to the class.

Jay started looking for his baseball cards. He didn't want anything to happen to them. He saw the rest of the class leaving so he ran for the door. Oops, he fell! As he got up he said, "I think I should go over our rules again, Mrs. Smith."

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete the sentences below.

1. The \_\_\_\_\_ spoke to his class.
2. "When will it \_\_\_\_\_?" asked John.
3. She told the \_\_\_\_\_.

### WORD BANK

happen rest teacher

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. Where did the story take place?  
Ⓐ at home Ⓑ at the library Ⓒ at school
2. Who said, "Remember the fire drill rules?"  
Ⓐ Jay Ⓑ Tim Ⓒ the teacher
3. Why did Jay look for his baseball cards?  
Ⓐ He thought he had lost them.  
Ⓑ He didn't want anything to happen to them.  
Ⓒ He wanted to take them home.
4. What happened as Jay ran for the door?  
Ⓐ He hopped. Ⓑ He skipped. Ⓒ He fell.
5. Who was Mrs. Smith?  
Ⓐ Jay's friend Ⓑ Jay's teacher Ⓒ the principal

### Find It!



Circle in blue the word in the story that names a sport.

### Step 3

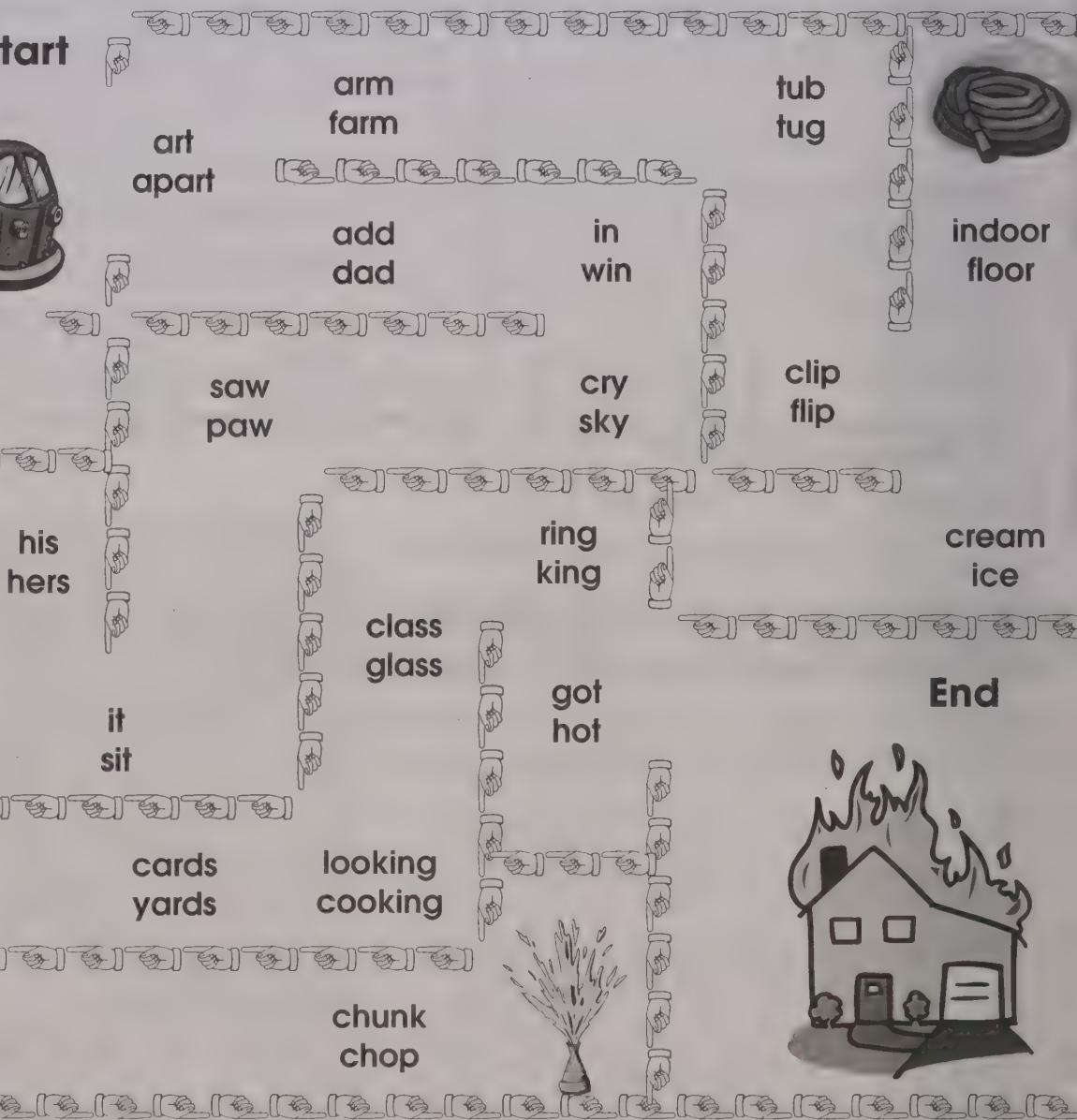
# Where's the Fire?

Draw a line along the path on which all words rhyme, or share the same ending sound.

**Start**



alarm  
harm



**End**



## It's On the Hat

Read the word on each hat. Write the Word Bank word that means the same thing above the hats.

### WORD BANK

bell    flames    going



# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- chip** (chip) ..... a very small object with electronic parts inside
- eye** (eye) ..... a body part that lets people see
- see** (see) ..... to have sight
- senses** (SENSS-iz) ..... sees or picks up
- well** (wel) ..... enough or very good

# Computer Eyes

Scientists are developing a computer chip for the eye. The chip helps people who do not see well.

The computer chip is tiny. It is the size of a pinhead. It is thinner than a human hair. Doctors place the chip in the back of the eye. The chip senses light and helps a person see.



—AP/Wide World Photos

Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use Word Bank words to complete the sentences.

1. I can't \_\_\_\_\_ you from where I am.
2. My \_\_\_\_\_ really hurts.
3. "You read \_\_\_\_\_," said the teacher.

### WORD BANK

eye      well      see

## Skill Practice

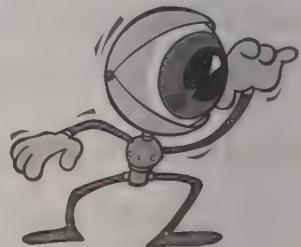
Put an X next to the sentence that could be an **inference**—or good guess—you make about the story.

- Someday lots of people will have computer chips in their eyes to help them see.
- Some day more people will work on fixing computers.
- Someday many people will break more computers.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Which does the computer chip do?  
 ⓐ help people see   ⓑ help people swim  
 ⓒ help people sing
2. The size of the computer chip is \_\_\_\_\_.  
 ⓐ small   ⓑ tiny   ⓒ big
3. In this story, the word **thinner** means \_\_\_\_\_.  
 ⓐ less thin   ⓑ more thin   ⓒ not A or B
4. Where in the eye do doctors place the chip?  
 ⓐ front   ⓑ back   ⓒ middle
5. How does the chip help people see?  
 ⓐ it blocks light   ⓑ it senses light  
 ⓒ it covers light



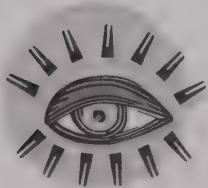
### Find It!

Underline the word in the story that names what grows on people's heads.



# Eyes Are Watching

Look for some story words in the Word Bank hidden in the puzzle and circle them. You can go up, down, or across (left to right) to find them.



## WORD BANK

computer, chip, eye,  
doctors, tiny, senses,  
light, see



W	E	T	U	Y	R	P	B	M	S	E	E
A	S	C	O	M	P	U	T	E	R	B	V
Q	X	M	L	K	G	D	H	A	O	B	Z
S	E	Y	E	I	G	H	K	J	T	X	D
E	F	R	I	T	A	E	Z	X	C	N	M
N	V	Q	F	T	I	N	Y	P	O	C	S
S	A	L	O	H	I	G	X	L	D	B	P
E	B	V	D	G	A	S	H	T	Y	S	A
S	F	C	H	I	P	L	K	N	F	V	D
B	C	S	G	L	M	P	S	I	U	E	T
T	S	O	P	Q	K	V	C	D	X	Z	G

## What Color?

People's eyes can be different colors. Some eyes are **blue** and some are **green**. Some eyes can be **brown** while others look **gray**. Say each color word, then write those words in alphabetical (ABC) order on the lines below.



# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- break (brake) ..... to open up
- favorite (FAY-vuhr-it) ..... liked best
- play (play) ..... to do something for fun
- rush (rush) ..... to move quickly
- treats (treets) ..... special toys or foods

# Play the Piñata Game

During Hispanic festivals, children play games. One favorite game they play is the piñata game.

First, children make a circle around the piñata. The piñata is filled with treats.

Next, each child tries to break open the piñata with a stick. When the piñata breaks, the children rush to get the treats that fall to the floor.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write the word from the Word Bank next to its **synonym**, or word(s) with the same meaning.

hurry \_\_\_\_\_

crack open \_\_\_\_\_

games or fun \_\_\_\_\_

### WORD BANK

play      break      rush

## Skill Practice

Write a **1**, **2**, or **3** on the line to show what happened **first**, **second**, and **third** in the story.

- \_\_\_\_\_ When the piñata breaks, children rush to get the treats that fall to the floor.
- \_\_\_\_\_ Each child tries to break open the piñata with a stick.
- \_\_\_\_\_ Children make a circle around the piñata.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The story says during Hispanic festivals, children \_\_\_\_\_.  
 (A) play games    (B) sing songs    (C) write stories
2. In this story, what might the word **festivals** mean?  
 (A) people    (B) places    (C) parties
3. Which is a piñata filled with?  
 (A) apples    (B) nuts    (C) treats
4. Children try to break open a piñata with a \_\_\_\_\_.  
 (A) pencil    (B) stick    (C) ruler
5. When do children in the story rush to get things from the floor?  
 (A) when people sing songs    (B) when people dance  
 (C) when the piñata breaks

### Find It!

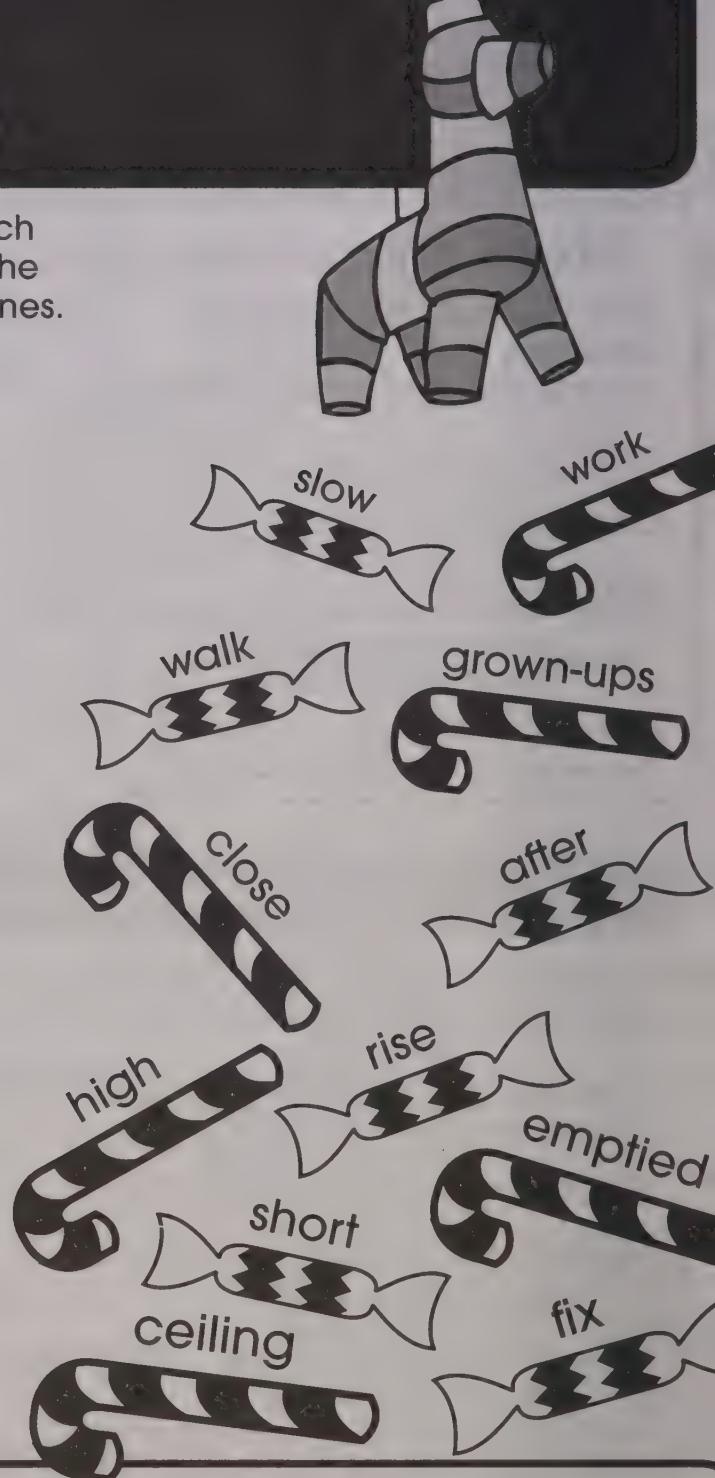
Underline the word in the story that rhymes with "spilled."



# Piñata Treats

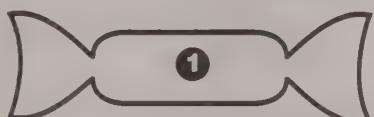
Find the **antonym**, or opposite, for each word shown below. Use the words by the piñata treats, then write them on the lines.

1. play \_\_\_\_\_
2. open \_\_\_\_\_
3. rush \_\_\_\_\_
4. break \_\_\_\_\_
5. filled \_\_\_\_\_
6. fall \_\_\_\_\_
7. floor \_\_\_\_\_
8. children \_\_\_\_\_
9. fast \_\_\_\_\_
10. low \_\_\_\_\_
11. before \_\_\_\_\_
12. long \_\_\_\_\_

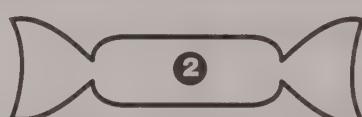


## Neat Treats

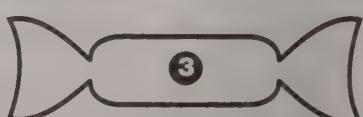
Read the clue under each treat.  
Then fill in each treat's wrapper with the right color.



I am a color that  
rhymes with **flew**.



I am a color that  
rhymes with **bread**.



I am a color that  
rhymes with **fellow**.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- birthday (BURTH-day) . . . . . the day someone was born
- famous (FAY-muhs) . . . . . very well-known
- holiday (HOL-uh-day) . . . . . a special day to celebrate and not work
- problems (PROB-luhmz) . . . things that are difficult or need to be fixed
- solve (solv) . . . . . to fix or find an answer to a problem

# We Remember Martin Luther King

Martin Luther King Jr. was a famous man. He wanted people to get along. He wanted people to solve problems without fighting.

His birthday is a holiday in our country. His birthday is January 15.



© AP/Wide World Photos

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its meaning.

worries \_\_\_\_\_

vacation day \_\_\_\_\_

popular \_\_\_\_\_

### WORD BANK

holiday    problems  
famous

## Skill Practice

Put an X by the sentence that best summarizes, or retells, the story.

- \_\_\_\_\_ 1. Martin Luther King was a man.
- \_\_\_\_\_ 2. Martin Luther King wanted people to work out their problems.
- \_\_\_\_\_ 3. Many people honor Martin Luther King on his birthday.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Martin Luther King was a \_\_\_\_ man.  
 (A) poor    (B) sad    (C) famous
2. Martin Luther King did not want people to \_\_\_\_.  
 (A) smile    (B) sing    (C) fight
3. In this story, **to solve** means \_\_\_\_.  
 (A) to work out or fix  
 (B) to sing about  
 (C) to tell others about
4. Martin Luther King's birthday is \_\_\_\_.  
 (A) January 18    (B) January 14    (C) January 15
5. Another title for this story might be \_\_\_\_.  
 (A) Birthdays  
 (B) People Think of Martin Luther King  
 (C) Holidays



### Find It!

Underline the word in the story that means the place where Americans live.

# Get Along With a Smile

It is good to honor Martin Luther King Jr. He taught us to smile at all people and to get along. Read the word with a number on each smile. Then find its matching **synonym**, or word with the same meaning. Color both smiles the same color. Pick different colors for each pair of synonyms.

1 famous

4 problems

2 solve

5 holiday

3 get along

6 country

agree

settle

troubles

United States

a break

important

## Dr. King's Words

Here are some other words that Martin Luther King used: **true, fair, kind, thoughtful**. Look up each word in a dictionary and write each meaning down. Then, try to be that kind of person.

# Let's Get Ready to Read!

## My New Words

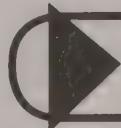
Do you know these words from the story? Let's read them together.

- collected (kuh-LEKT-ed) . . . brought things together
- counting (KOUNT-ing) . . . . saying numbers one at a time
- finished (FIN-isht) . . . . . came to the end
- prints (prints) . . . . . marks made by something or someone
- wild (wilde) . . . . . not tame

# Panda Power!

Scientists collected clues. They saw paw prints in the mud and fur on the bark of trees. What were they doing? Counting giant pandas! After four years, scientists have finished that work. During that time, scientists figured out how many pandas live in China. All wild giant pandas live in that country.

The result of the panda count was a surprise to scientists. They learned that hundreds more pandas exist than experts once thought.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its antonym, or opposite.

finished \_\_\_\_\_

wild \_\_\_\_\_

collected \_\_\_\_\_

### WORD BANK

gentle scattered started

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. Where did scientists see paw prints?  
 A in the water    B in the mud    C on the bark of trees
  
2. Where did scientists see fur?  
 A in the water    B in the mud    C on the bark of trees
  
3. What were scientists in China counting?  
 A prints    B people    C giant pandas
  
4. What did scientists learn?  
 A no pandas existed in China  
 B hundreds more pandas existed than experts thought  
 C hundreds fewer pandas existed than experts thought
  
5. Which would be another good title for this story?  
 A Scientists in China  
 B How Many Wild Giant Pandas?    C not A or B

## Skill Practice

Put an X by the sentence that gives the main idea, or most important idea of the story.

- \_\_\_\_\_ 1. Pandas have fur.
- \_\_\_\_\_ 2. Pandas live in China.
- \_\_\_\_\_ 3. Scientists counted wild giant pandas in China.

## Find It!



Underline the two words in the story that name numbers.



# Panda Crossword

Read each word clue. Choose a word from the Word Bank to complete each clue. Then write it in the puzzle next to the correct number. Write one letter in each box.

## Down

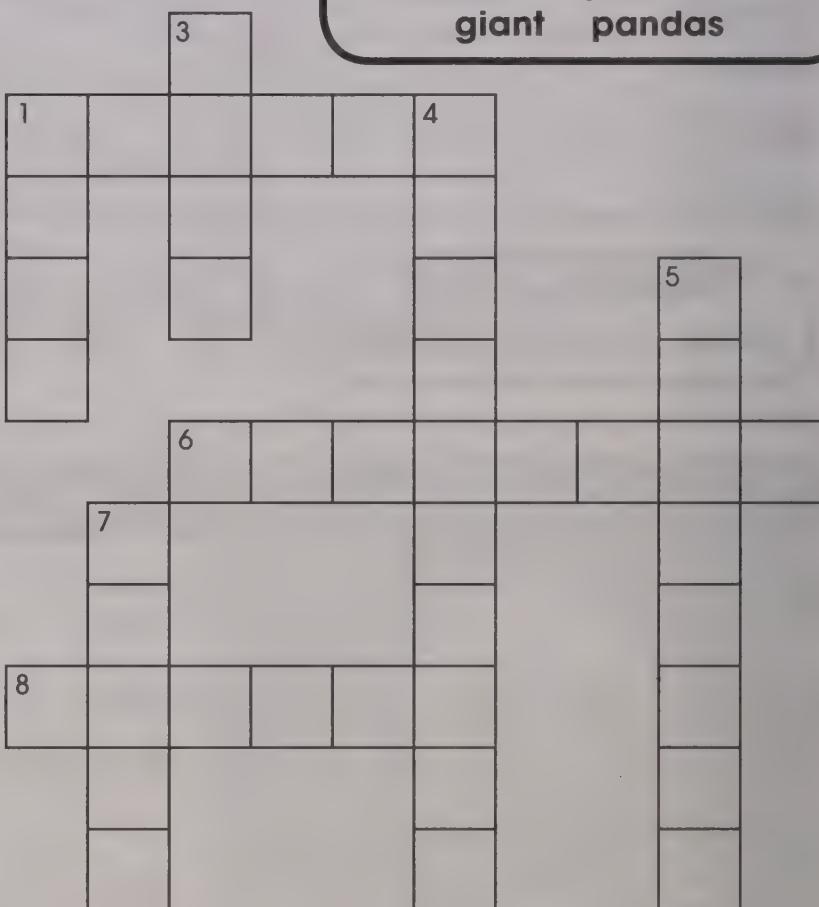
1. A panda has four \_\_\_\_.
3. All \_\_\_\_ giant pandas live in China.
4. \_\_\_\_ saw fur on trees.
5. Scientists learned that \_\_\_\_ more pandas existed.
7. \_\_\_\_ pandas are black and white.

## Across

1. Scientists saw \_\_\_\_ in the mud.
6. Scientists in China were \_\_\_\_ giant pandas.
8. Scientists figured out how many \_\_\_\_ lived in China.

## WORD BANK

hundreds paws counting  
scientists prints wild  
giant pandas



## Pretty Pandas

Read each direction and do what it says to do. ① The **third** panda is Penny. Write her name below her. Draw a bow on her head. ② The **first** panda is Peggy. Write her name above her. Draw a necklace around her neck. ③ The **middle** panda is Priscilla. Write her name above her. Draw some earrings on her ears.



# Let's Get Ready to Read!

## My New Words

Do you know these words from the diary entry? Let's read them together.

- angry (ANG-gree) ..... mad
- decided (dee-SYE-ded) .... made up your mind about something
- during (DU-ring) ..... within a certain time
- speak (speek) ..... to talk
- yesterday (YES-tur-day) .... the day before today

## Dear Diary,



I decided to play basketball with some kids during recess yesterday. Now my friend Kara is angry at me because I didn't hang out with her.

I tried to speak to her, but she is now ignoring me. What should I do?

Worried Jess

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each diary word to its **synonym**, or word with the same meaning.

angry

planned

speak

upset

decided

chatter

## Skill Practice

Read this **cause**, or why something happens. Put an X next to the sentence that is an **effect**, or what happens in the diary entry because of the cause.

**Cause:** I decided to play basketball with some kids during recess yesterday.

**Effect:**

- \_\_\_\_ 1. Kara is angry at me.
- \_\_\_\_ 2. I played.
- \_\_\_\_ 3. She is now ignoring me.

## Answer Time

Read the diary entry again. Now read each question about what you just read. Fill in the bubble next to the correct answer.



1. What did Jess play?  
Ⓐ baseball Ⓑ basketball  
Ⓒ kick ball
2. When did Jess play?  
Ⓐ at lunchtime Ⓑ at recess Ⓒ at night
3. Who is angry at Jess?  
Ⓐ Sara Ⓑ Kara Ⓒ Mara
4. In this entry, what does **hang out** mean?  
Ⓐ stay with Ⓑ dance with Ⓒ sing to
5. Why might Jess be worried?  
Ⓐ She didn't play basketball well.  
Ⓑ She doesn't want to lose Kara as a friend.  
Ⓒ not A or B

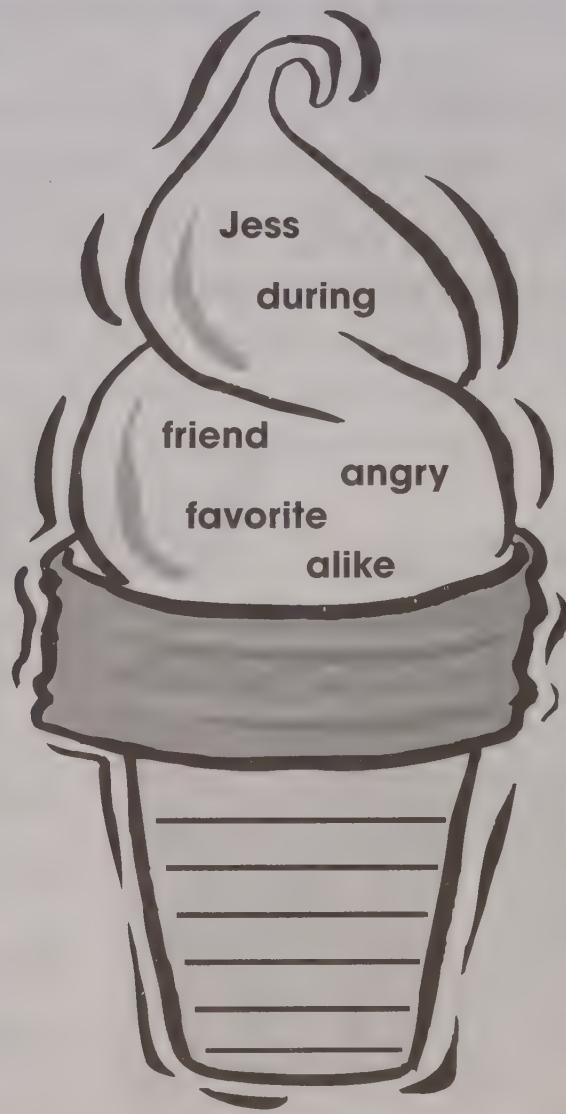
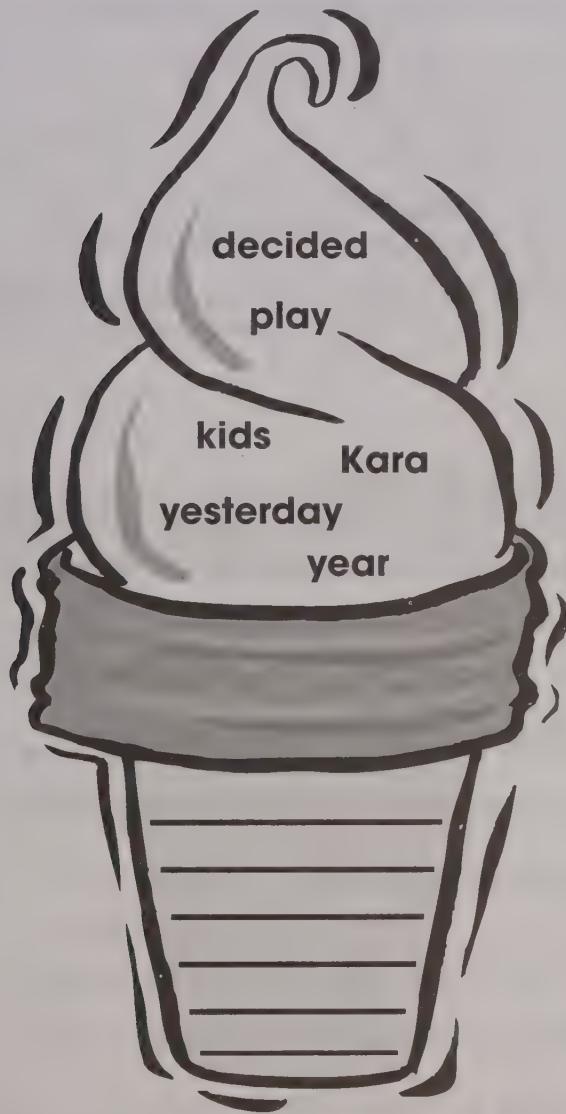
## Find It!



Put two lines under the diary word that is the opposite of "later."

# Friends for Good

Write the words on Jess and Kara's ice-cream cones in alphabetical (ABC) order. Use the lines on the cones to write the words.



## Scrambled ABCs

Write these words on the lines in ABC order. Read the sentence.

yourself      nice      Always      be      to

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- beetle (BEE-tuhl) ..... an insect with hard wings  
flies (flyz) ..... moves through the air  
protect (pruh-TEKT) ..... to keep safe from harm  
slide (slide) ..... to move smoothly over something  
wings (wingz) ..... a part of an animal's body that helps it fly

# Ladybugs



Ladybugs are beetles. A beetle has two hard front wings. These wings cover the beetle's body. They protect its soft back wings.

When a ladybug flies, its front wings open. They slide forward. The ladybug's back wings can move up and down.



Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Draw a line from each story word to its **synonym**, or word with the same meaning.

protect

flaps

flies

slip

slide

guard

## Skill Practice

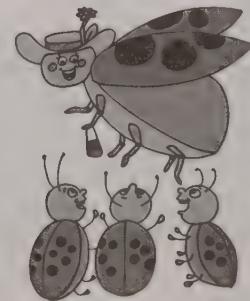
Go back to the story. Then follow these directions.

- Underline the words that tell what a ladybug's back wings can do.
- Put a box around the word that tells the kind of insect ladybugs are.
- Circle the words that tell the part of the ladybug that slides forward.

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- A beetle has \_\_\_\_ front wings.  
 (A) two   (B) four   (C) six
- A beetle's front wings cover \_\_\_\_.  
 (A) the beetle's head  
 (B) the beetle's legs  
 (C) the beetle's body
- Which word tells about a beetle's back wings?  
 (A) soft   (B) hard   (C) bumpy
- In this story what does **forward** mean?  
 (A) to the back   (B) to the front   (C) not A or B
- Another good title for this story would be \_\_\_\_.  
 (A) Ladybugs Sing  
 (B) How Ladybugs Fly  
 (C) Ladybugs Hop

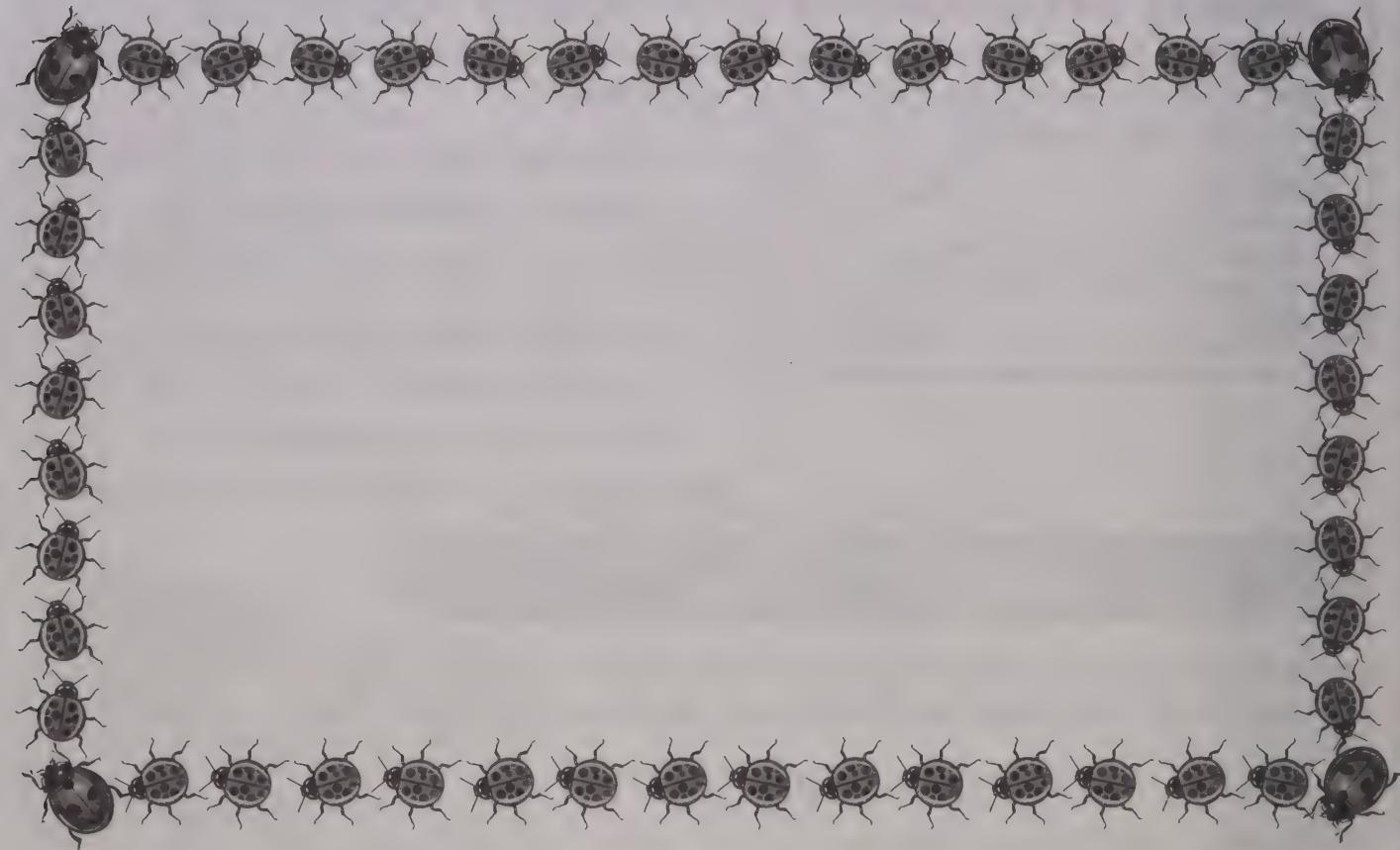


### Find It!

Underline in red the story word that means the opposite of "harm."

# A Ladybug Picture

Follow each direction to draw a picture in the box.



- 1 Draw a red house in the middle of the box.
- 2 To the right of the house draw a tree with green leaves.
- 3 Draw a big yellow sun in the upper right corner.
- 4 Draw two blue birds flying in the sky.
- 5 Draw a brown dog in front of the house.
- 6 Draw some purple flowers to the left of the house.
- 7 Draw a brown log near the flowers.
- 8 Draw four red ladybugs with black dots on the log.



## Rhyme Time

Finish this poem about ladybugs. Make it as long or as short as you like.

Ladybug, ladybug,  
Where do you roam?  
Ladybug, ladybug,  
It's time to come home.

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# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

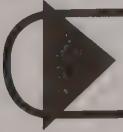
- covered (KUHV-urd) ..... had put something over something else
- dirt (durt) ..... earth or soil
- feathers (FETH-urz) ..... light soft things that cover a bird's body
- float (floht) ..... to stay on top of water
- nest (nest) ..... a place for animals to lay eggs

# Excellent Eggs!

Some mother animals lay eggs in water and others lay eggs in nests. For example, a frog lays eggs in water. The eggs are covered with a special jelly that helps them float.

A snake lays eggs in a nest of dirt. A duck lays eggs in a nest of grass and feathers. One of the smallest eggs is a hummingbird's egg, which is the size of a jellybean. The largest egg in the world is an ostrich egg, which is about 6 inches high.



 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Write a word from the Word Bank next to its **synonym**, or word with the same meaning.

dirt \_\_\_\_\_

float \_\_\_\_\_

nest \_\_\_\_\_

### WORD BANK

home      ground      bob

## Skill Practice

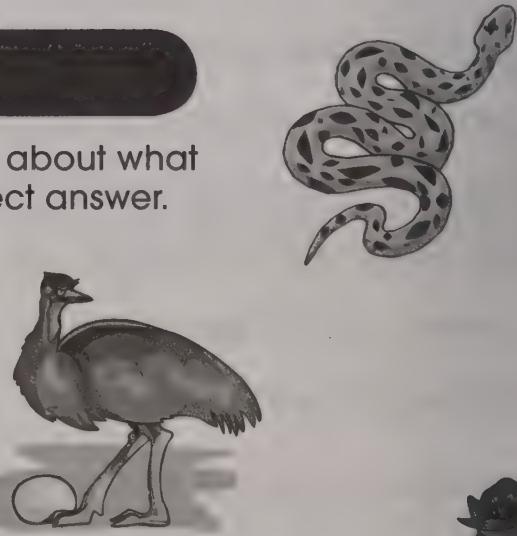
Go back to the story. Then follow these directions.

- Underline the names of two places that animals lay eggs.
- Circle two words that are opposites of one another.
- Draw a box around a word that rhymes with "plays."

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

- A frog lays eggs in the \_\_\_\_.  
 (A) dirt    (B) water    (C) farm
- Frog eggs are covered with \_\_\_\_.  
 (A) pudding    (B) mud    (C) jelly
- A snake lays eggs in \_\_\_\_.  
 (A) jelly    (B) dirt    (C) rocks
- Which animal has the smallest eggs?  
 (A) dragonfly    (B) hummingbird  
 (C) ostrich
- Which animal has the largest eggs?  
 (A) dragonfly  
 (B) hummingbird  
 (C) ostrich



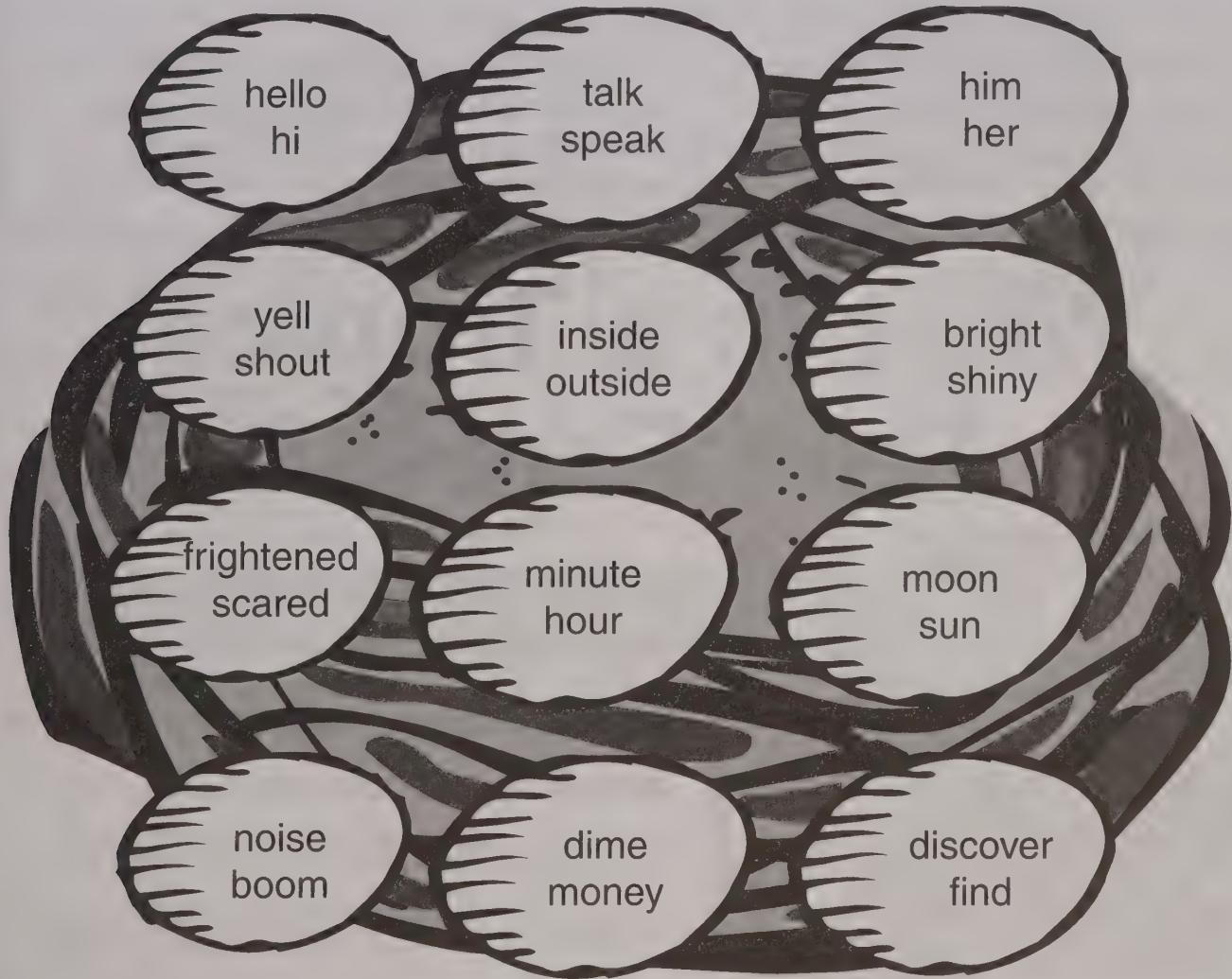
## Find It!



Underline in red the word in the story that names things that are very soft on a bird's body.

# Extra Eggs

The farmer is collecting only eggs with words on them that are **synonyms**, or words with the same meanings. Read the words on each egg. Put an X on the egg if the words are NOT synonyms. Leave the rest of the eggs for the farmer!

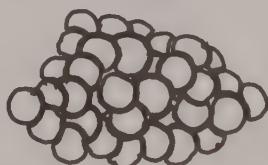


## Which is Which?

Read each direction and do what it tells you.



O



1. The largest egg is the ostrich egg. Write the word **ostrich** under it.

2. The group of eggs is frog eggs. Write the word **frog** over them.

3. The smallest egg is a hummingbird egg. Draw a purple jellybean next to that egg.

# Let's Get Ready to Read!

## My New Words

Do you know these words from the story? Let's read them together.

- branch (branch) ..... part of a tree
- chirping (CHURP-ing) ..... an animal making high sounds
- forest (FOR-ist) ..... a place with many trees and plants
- medicines (MED-uh-suhnz) ..... something taken to fight sickness
- rainy (RAYN-ee) ..... raining a lot

# What Is a Tropical Rain Forest?



Imagine a warm, rainy place with beautiful flowers growing on tall trees. You might hear the sounds of birds chirping and monkeys swinging from branch to branch.

That place is a tropical rain forest. It is home to more species, or kinds of plants and animals, than any other place in the world. Many foods we eat and medicines we use come from plants that grow there.

 Now look up any hard words in the dictionary. On your own paper, try writing new sentences with these words.

# Show What You Know

## Word Practice

Use words from the Word Bank to complete the sentences below.

1. A large \_\_\_\_\_ fell from the tree.
2. It's too bad it is such a \_\_\_\_\_ day.
3. He takes \_\_\_\_\_ each day to get well.

### WORD BANK

rainy medicines branch

## Answer Time

Read the story again. Now read each question about what you just read. Fill in the bubble next to the correct answer.

1. The story says rain forest trees are \_\_\_\_\_.  
 A short     B tall     C thin
2. The story says monkeys in the rain forest \_\_\_\_\_.  
 A climb on ropes     B sit on logs     C swing on branches
3. In the story the word **species** means \_\_\_\_\_.  
 A medicines     B kinds or types     C flowers
4. In the story, **it is home to** means \_\_\_\_\_.  
 A it is a big house     B it is where things live     C not A or B
5. The story says rain forest plants and animals give us \_\_\_\_\_.  
 A land and water     B foods and medicines     C sun and rain

## Skill Practice

Put an X by the sentences that best summarize, or retell, the story.

1. A rain forest is a warm place with lots of flowers and trees.
2. People come to the rain forest.
3. Many, many kinds of plants and animals live in a rain forest.



## Find It!

Underline the word in the story that tells what we do with our ears.



# Rain Forest Riddles

Read each riddle, then choose a word from the Word Bank to answer the riddle. Write the words on the lines.

## WORD BANK

**sun, flower, tree, bird,  
monkey, vine, rain, snake**

- I use my tail to swing on branches.  
My name rhymes with "chunky."  
I am a \_\_\_\_\_.
- I fly and have bright colors.  
My name rhymes with "third."  
I am a \_\_\_\_\_.
- I grow in the rain forest. I can be large or small. My name rhymes with "power."  
I am a \_\_\_\_\_.
- I fall on the rain forest much of the time. I am wet.  
My name rhymes with "pain."  
I am \_\_\_\_\_.

- I grow high in the rain forest.  
My name rhymes with "see."  
I am a \_\_\_\_\_.
- I move through the rain forest. I can wrap around branches. My name rhymes with "shake."  
I am a \_\_\_\_\_.
- I grow in the rain forest. I can be long and twist around things. My name rhymes with "pine."  
I am a \_\_\_\_\_.
- You don't see me much in the rain forest. The leaves block me out.  
My name rhymes with "fun."  
I am the \_\_\_\_\_.

## Rain Forest Foods

Find out about some foods or food parts that we get from rain forest plants. Draw a picture of some of those foods and label them below.



# Answer Key

## Let's Be Friends

**Page 6:** Skill Practice: 1. please, thanks. 2. secrets, 3. kind. Word Practice: friends/enemies; together/apart; kind/mean. Answer Time: 1. A, 2. B, 3. C, 4. A, 5. Accept reasonable answers. *Find It!* laugh.

**Page 7:** Four Friends Went Shopping: 1. ice cream. 2. Accept reasonable answers. 3. a book, 4. clothing, 5. Accept reasonable answers. *My Friend and Pal:* dance, hike, play, shop, sing, swim, talk.

## How Does the Sun Help Us?

**Page 9:** Skill Practice: Main idea: Sentence 3. Word Practice: sunshine-light rays, grow-become taller, warm-comfortable. Answer Time: 1. C, 2. B, 3. C, 4. A, 5. plants. *Find It!* sun.

**Page 10:** A Ray of Sun: girl, tree, dog, bush, flower, horse, cow, house, rock, ball. Do not circle house, rock, ball. Shine On! fine, mine, pine, sign; accept reasonable answers.

## Where Is It?

**Page 12:** Skill Practice: Jim couldn't find his math book. Word Practice: gone/missing, junk/stuff, see/find. Answer Time: 1. C, 2. B, 3. B, 4. B, 5. C. *Find It!* Mine.

**Page 13:** Math Book Synonyms: missing/2, bed/1, toys/3, dust/6, call/5, quick/8, apple/7, toss/10, looking/9, find/4, under/16, circle/15, saw/20, soccer/19, happy/11, stuff/18, outdoor/14, shirt/17, mother/13, cows/12.

## What's In the Ocean?

**Page 15:** Skill Practice: Main Idea: Sentence 2. Word Practice: shell, turtle, ocean. Answer Time: 1. C, 2. B, 3. C, 4. C, 5. B. *Find It!* rays.

**Page 16:** The Sea Turtle's Words: shell/2, sea star/3, ocean/1, plants/4, clownfish/5, bright/6, rays/7, hard/8, lives/9, swims/10, bodies/11, cover/12. Sea Star's Secret: But it can grow a new arm.

## Stores Are Special

**Page 18:** Skill Practice: 1. Title: Stores Are Special. 2. stores, 3. storekeepers. Word Practice: 1. place/spot, everything/all, shop/search. Answer Time: 1. C, 2. B, 3. C, 4. A, 5. B. *Find It!* goods.

**Page 19:** It's In the Bag! Bag 1: lemons, celery, beans, tomatoes, bananas. Bag 2: steaks, turkey, pot pie, sausage, hamburgers. Bag 3: detergent, shampoo, soap, lotion, vitamins. Bag 4: chips, cheese, milk, juice, bread. *Shopping Spree:* Review students' pictures.

## An Apple Story

**Page 21:** Skill Practice: Correct Order: 2, 1, 3. Word Practice: kind/mean, far/near, remember/forget. Answer Time: 1. B, 2. A, 3. C, 4. C, 5. He grew trees that gave people fruit to eat. *Find It!* long ago.

**Page 22:** Scrambled Apples: 1. day, 2. way, 3. place, 4. race, 5. high, 6. sky, 7. top, 8. stop, 9. fat, 10. that, 11. pie, 12. tie. *Yummy Candied Apples:* Review students' rhymes.

## Extinct

**Page 24:** Skill Practice: 1. eggs, 2. plants, flat. 3. meat. Word Practice: 1. level/flat, eat/chew, *T. rex*/dinosaur. Answer Time: 1. C, 2. C, 3. C, 4. C, 5. sharp. *Find It!* big/small.

## Page 25: Dinosaurs and More:

V	K	L	D	I	N	O	S	A	U	R	P	T	W	Q
R	H	J	N	C	V	I	S	L	E	V	T	E	Q	X
T	C	D	H	L	P	O	S	A	G	P	E	W	P	
Y	H	C	B	S	E	F	L	Y	L	I	G	T	A	B
G	E	P	E	R	D	G	A	B	D	S	H	H	F	G
L	W	C	S	Y	A	Q	N	L	Z	T	X	H	J	F
T	S	D	V	M	B	M	T	P	O	E	L	K	S	D
R	H	S	I	E	G	G	S	A	B	G	D	U	W	Y
E	V	W	R	A	S	P	J	H	G	O	M	E	I	P
X	T	H	A	T	C	H	E	D	I	S	S	W	M	O
A	U	W	I	S	A	P	X	Q	J	A	M	U	I	E
E	B	B	R	O	N	T	O	S	A	U	R	U	S	Z

A Big Word! Review students' words.

## Dear Jan

**Page 27:** Skill Practice: Conclusion: sentence 2. Word Practice: candles/small lights, cake/a treat, tricks/surprises. Answer Time: 1. B, 2. A, 3. C, 4. C, 5. Ice-cream. *Find It!* clown.

**Page 28:** Birthday Blast: 1. birthday, 2. party, 3. cake, 4. clown, 5. candles, 6. games, 7. Saturday, 8. tricks. Surprise: Review students' drawings.

## Take Care of Your Heart

**Page 30:** Skill Practice: Summary: Sentence 3. Word Practice: 1. visit, 2. exercise, 3. heart. Answer Time: 1. B, 2. A, 3. B, 4. C, 5. B. *Find It!* children.

**Page 31:** Twin Words: children/kids, doctor/helper, problem/puzzle, drills/exercise, plenty/lots, cause/make. *Health Tip:* fruit and vegetables.

## Dancing Lessons

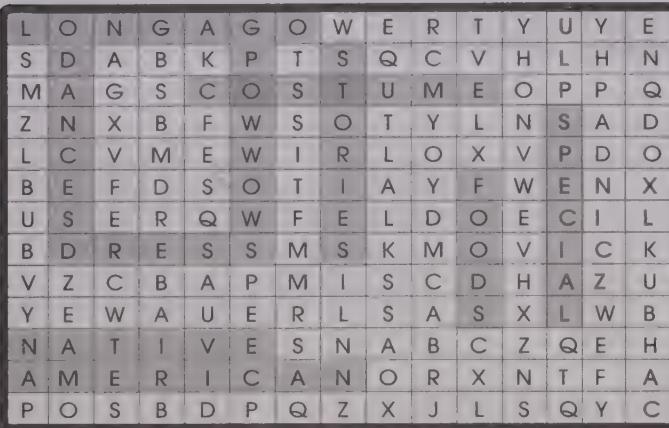
**Page 33:** Skill Practice: 1. move with the music. 2. three times a week. Word Practice: 1. music/a song, move/spin, practices/exercises. Answer Time: 1. C, 2. B, 3. B, 4. C, 5. C. *Find It!* good.

**Page 34:** Dance to the Music: Words for Correct Path: dancer/prancer, sing/king, brave/wave, gate/late, frost/lost, stage/cage, week/cheek, good/hood, grows/throws, why/sky. *Practice, Practice!* Review and discuss students' pictures.

## Native Americans Celebrate

**Page 36:** Skill Practice: Main Idea: Sentence 2. Word Practice: stories/tales, special/particular, powwow/a big party. Answer Time: 1. C, 2. C, 3. B, 4. B, 5. B. *Find It!* "dress"—to wear clothes; it can also be a piece of clothing with a skirt.

### Page 37: A Powwow Puzzle:



Read and Draw: Review students' drawings.

### Try for Five!

**Page 39:** Skill Practice: Summary: Sentences 2. Word Practice: 1. need, 2. eat, 3. helpings. Answer Time: 1. C, 2. B, 3. B, 4. C, 5. A. *Find It!* fruit, vegetables.

**Page 40:** Fruit Rhymes! Review rhyming words. Which Is It? 1. tomato, 2. banana, 3. lemon.

### Ride Your Bike Safely

**Page 42:** Skill Practice: 1. helmet, 2. flat, 3. grown-up. Word Practice: 1. sidewalk, 2. always, 3. wear. Answer Time: 1. B, 2. C, 3. C, 4. C, 5. C. *Find It!* flat.

**Page 43:** Which Wheel? 1. flat/even, 2. always/forever, 3. ride/travel, 4. grown-up/adult, 5. present/now, 6. place/area, 7. paths/walkways, 8. bike/bicycle, 9. glad/happy, 10. hungry/starving, 11. stairs/steps, 12. tiny/little. Bike Ride: rhyming words: hike, like, spike.

### Teeth Help You Eat

**Page 45:** Skill Practice: Summary: Sentence 3. Word Practice: chew/grind, shape/form, tear/rip. Answer Time: 1. B, 2. C, 3. C, 4. C, 5. C. *Find It!* canines, molars, incisors.

**Page 46:** Toothbrush Time: 1. different/unusual, 2. eat/dine, 3. mouth/lips, 4. kinds/sorts, 5. chew/grind, 6. help/support, 7. bite/cut, 8. shape/figure. Flossing and Foods: milk, carrot, apple.

### A Bad Day

**Page 48:** Skill Practice: Inferences: Sentences 2 and 3. Word Practice: fix/break, sorry/glad, played/worked. Answer Time: 1. C, 2. C, 3. B, 4. C, 5. C. *Find It!* together.

**Page 49:** Car Craze: 1. fix, 2. started, 3. together, 4. sorry, 5. can, 6. mad, 7. lost, 8. new, 9. day. And They're Off! Synonyms: flew/popped, said/stated.

### Water, Water Everywhere

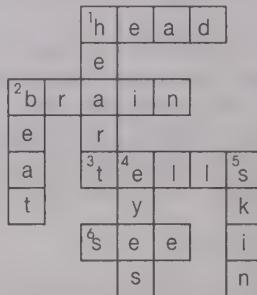
**Page 51:** Skill Practice: Inference: Sentence 3. Word Practice: washes/scrubs, water/river, wonder/think. Answer Time: 1. C, 2. C, 3. A, 4. C, 5. C. *Find It!* flowers.

**Page 52:** What's the Message? 1. us, 2. sip, 3. eat, 4. wet, 5. apple, 6. time, 7. eagle, 8. ray, 9. want, 10. indoor, 11. self, 12. earth, 13. leg, 14. yard. Write It! Use water wisely!

### Learn About the Brain

**Page 54:** Skill Practice: Conclusion: Sentence 2. Word Practice: tells-speaks, beat/thump, see/notice. Answer Time: 1. B, 2. C, 3. B, 4. C, 5. A. *Find It!* heart.

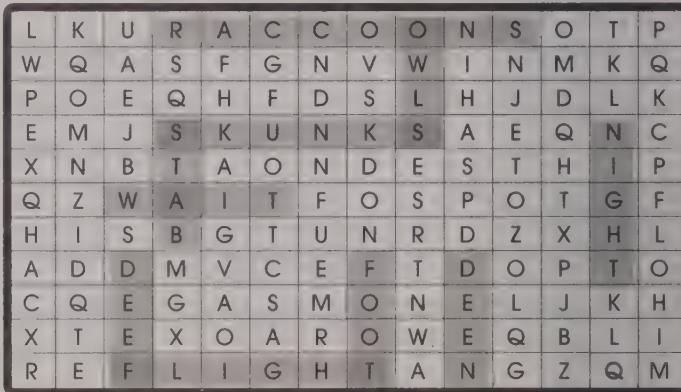
**Page 55:** Use Your Noggin!



### Night Animals

**Page 57:** Skill Practice: 1. animals, 2. quiet, 3. bats or owls. Word Practice: 1. moving, 2. feed, 3. way. Answer Time: 1. B, 2. C, 3. B, 4. C, 5. A. *Find It!* go.

**Page 58:** Night Animal Words:



Going Batty! night/day, moving/stopped, looking/finding.

### Elephant Talk

**Page 60:** Skill Practice: Correct Order: 2, 1, 3. Word Practice: 1. understood, 2. sounds, 3. answer. Answer Time: 1. B, 2. C, 3. C, 4. C, 5. B. *Find It!* conversations.

**Page 61:** Elephants Can Talk: Correct path words: low, bow, mow, row, blow, crow, flow, slow. What's the Message? 1. Help me! 2. I am hungry. 3. Where are you?

### Friends

**Page 63:** Skill Practice: Inferences: Sentences 1 and 3. Word Practice: 1. first, 2. strange, 3. everything. Answer Time: 1. C, 2. A, 3. B, 4. B, 5. A. *Find It!* school.

**Page 64:** What Good Friends Do: 1. Lee, 2. ant, 3. unhappy, 4. garden, 5. glass. Good friends laugh. Friendly Faces: 2, 1, 3.

## A Fun Pet?

**Page 66:** Skill Practice: 1. A Fun Pet? 2. long. 3. cockroaches.

Word Practice: worried/upset, sound/noise, giant/very big.

Answer Time: 1. C, 2. B, 3. C, 4. C, 5. C. *Find It!* grow.

**Page 67:** Pet Parade Crossword: 1. cockroach, 2. dog, 3. kitten, 4. hamster, 5. parakeet, 6. fish, 7. cat. A Perfect Pet: Review students' pictures.

## Let's Exercise!

**Page 69:** Skill Practice: 1. skeleton, 2. shape, 3. stand. Word

Practice: hard/soft, stand/sit, exercise/relax. Answer Time: 1. C, 2. B, 3. C, 4. Accept reasonable titles. 5. C. *Find It!* inside.

**Page 70:** A Bunch of Bones: 1. stand/rise, 2. shape/figure, 3. hard/firm, 4. set/group, 5. bones/skeleton, 6. running/exercise, 7. called/named, 8. strong/powerful. *Jumping Jill:* day-okay, long-strong.

## Dogs Are Great

**Page 72:** Skill Practice: Sentence 2. Word Practice: guide/lead around, wonderful/super, opening/help open. Answer Time: 1. B, 2. B, 3. C, 4. A and C, 5. A. *Find It!* doors.

**Page 73:** Doggy Dinnertime: 6/dogs, 5/jobs, 4/people, 2/guide, 3/help, 8/things, 9/friends, 7/lots, 1/opening. Drawing Dogs: Review students' drawings.

## Dear Bob

**Page 75:** Skill Practice: Sentences 2 and 3. Word Practice: sad/unhappy, occurred/happened, a thing/anything. Answer Time: 1. B, 2. A, 3. C, 4. B, 5. C. *Find It!* like.

**Page 76:** A Friendly Message: Always be a good friend. A Friendly Read: Favorite story parts will vary. This story, and the others in these lessons, make ideal reading group texts.

## Sharing

**Page 78:** Skill Practice: 1. It's, 2. cars, blocks or dolls, 3. sick. Word Practice: Share/to give part of something, 2. whenever/at whatever time, 3. float/to move slowly on water. Answer Time: 1. C, 2. B, 3. C, 4. C, 5. A. *Find It!* sick.

**Page 79:** Sharing Sharon: 1. toys/babies, 2. ill/hurt, 3. distance/long, 4. kind/pleasant, 5. tools/instruments, 6. automobiles/trucks. Draw Three: Pictures will vary.

## How Harp Seals Stay Warm

**Page 81:** Skill Practice: Baby harp seals live in the Arctic. Word Practice: fur/covering, area/space, thick/heavy. Answer Time: 1. B, 2. C, 3. B, 4. B, 5. fur and fat. *Find It!* thick.

**Page 82:** Feed the Seals: 1. fluffy and white/fur, 2. helps care for/protects, 3. opposite of hot/cold, 4. water animals with flippers/seals, 5. grown-up/adult, 6. opposite of black/white, 7. spot or place/area, 8. opposite of thin/thick, 9. not tall/short. Read and Draw: Pictures will vary.

## Tornadoes Are Big Storms

**Page 84:** Skill Practice: Sentence 2. Word Practice: over/under, pull/push, apart/together. Answer Time: 1. B, 2. B, 3. A, 4. C, 5. C. *Find It!* big.

**Page 85:** Stormy Synonyms: force/pull, buildings/houses, harm/hurt, big/large, boats/ships, cars/automobiles, storms/tornadoes, sunny/bright, safer/protected, people/persons, wind/air, learning/understanding. Be a Weather Watcher: Review student posters.

## A Great Friend

**Page 87:** Skill Practice: Sentence 2. Word Practice: 1. learned, 2. best, 3. movies. Answer Time: 1. B, 2. B, 3. C, 4. B, 5. because she didn't hear well; she was shy. *Find It!* funny.

**Page 88:** What a Pair! 1. friendship, 2. butterfly, 3. moonlight, 4. birdhouse, 5. football, 6. doorbell, 7. rainbow, 8. sunshine. Friends and Riddles: 1. popcorn, 2. talk.

## The Colonists

**Page 90:** Skill Practice: 1. colonists, 2. *Mayflower*, 3. Plymouth. Word Practice: stayed/rested, few/several, traveled/went. Answer Time: 1. B, 2. C, 3. B, 4. B, 5. a good place to build their new town. *Find It!* At first.

**Page 91:** How Did They Feel? The colonists were thankful to reach land. What's the Order? (top to bottom) 2, 3, 4, 1.

## The Lost Mitten

**Page 93:** Skill Practice: Sentences 1 and 3. Word Practice: 1. inside, 2. buy, 3. thought. Answer Time: 1. C, 2. B, 3. C, 4. C, 5. C. *Find It!* lunch.

**Page 94:** Mitten Mix-Up: inside/outside, past/present, buy/sell, yell/whisper, girl/boy, laugh/cry, true/false, lost/found. A Mitten Is ... Review students' ideas.

## Make Every Day Earth Day

**Page 96:** Skill Practice: Sentences 1 and 3. Word Practice: start/finish, save/waste, trash/treasure. Answer Time: 1. A, 2. B, 3. C, 4. A, 5. B. *Find It!* money.

**Page 97:** Litter, Litter, Go Away: it holds liquid/bottle, trunk, branches, leaves/tree, people read these each day/newspaper, our planet/Earth, clear liquid/water, they help people chew/teeth, something you write on/paper. Recycle It: (left to right) cans, plastic, paper, glass.

## A Fire Drill

**Page 99:** Skill Practice: 2, 1, 3; Word Practice: 1. teacher, 2. happen, 3. rest; Answer Time: 1. C, 2. C, 3. B, 4. C, 5. B. *Find It!* baseball.

**Page 100:** Where's the Fire? Correct path: alarm/harm, rest/nest, fire/wire, cards/yards, looking/cooking, class/glass, ring/king, got/hot. It's On the Hat! fire/flames, leaving/going, alarm/bell.

## Computer Eyes

**Page 102:** Skill Practice: Inference: Sentence 1; Word Practice: 1. see, 2. eye, 3. well. Answer Time: 1. A, 2. B, 3. B, 4. B, 5. B. *Find It!* hair.

**Page 103:** Eyes Are Watching:

W	E	T	U	Y	R	P	B	M	S	E	E
A	S	C	O	M	P	U	T	E	R	B	V
Q	X	M	L	K	G	D	H	A	O	B	Z
S	E	Y	E	I	G	H	K	J	T	X	D
E	F	R	I	T	A	E	Z	X	C	N	M
N	V	Q	F	T	I	N	Y	P	O	C	S
S	A	L	O	H	I	G	X	L	D	B	P
E	B	V	D	G	A	S	H	T	Y	S	A
S	F	C	H	I	P	L	K	N	F	V	D
B	C	S	G	L	M	P	S	I	U	E	T
T	S	O	P	Q	K	V	C	D	X	Z	G

What Color? Correct order: blue, brown, gray, green.

### **Play the Piñata Game**

**Page 105:** Skill Practice: Sequence: 3, 2, 1. Word Practice: rush/hurry, break/crack open, play/games or fun. Answer Time: 1. A, 2. C, 3. C, 4. B, 5. C. *Find It!* filled.

**Page 106:** Piñata Treats: Antonyms 1. play/work, 2. open/close, 3. rush/walk, 4. break/fix, 5. filled/emptied, 6. fall/rise, 7. floor/ceiling, 8. children/grown-ups, 9. fast/slow, 10. low/high. 11. before/after, 12. long/short. Neat Treats: 1. blue, 2. red, 3. yellow.

### **We Remember Martin Luther King**

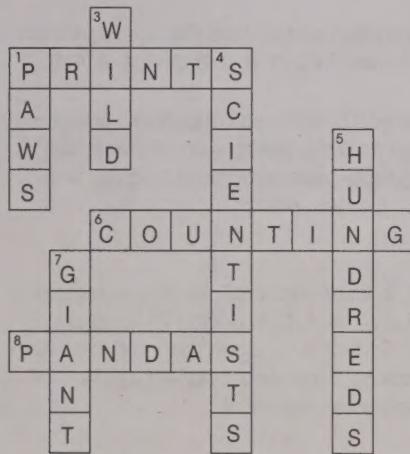
**Page 108:** Skill Practice: Summary: Sentence 2; Word Practice: problems/worries, vacation day/holiday, famous/popular. Answer Time: 1. C, 2. C, 3. A, 4. C, 5. B. *Find It!* country.

**Page 109:** Get Along With a Smile: famous/important, solve/settle, get along/agree, problems/troubles, holiday/a break, country/United States. Dr. King's Words: Check students' definitions.

### **Panda Power!**

**Page 111:** Skill Practice: Main Idea: Sentence 3; Word Practice: finished/started, wild/gentle, collected/scattered. Answer Time: 1. B, 2. C, 3. C, 4. B, 5. B. *Find It!* four, hundreds.

**Page 112:** Panda Crossword:



Pretty Pandas: Check students' responses.

### **Dear Diary**

**Page 114:** Skill Practice: Sentence 1; Word Practice: angry/upset, speak/chatter, decided/planned. Answer Time: 1. B, 2. B, 3. B, 4. A, 5. B. *Find It!* now.

**Page 115:** Friends for Good: Cone 1: decided, Kara, kids, play, year, yesterday; Cone 2: alike, angry, during, favorite, friend, Jess. Scrambled ABCs: Always be nice to yourself.

### **Ladybugs**

**Page 117:** Skill Practice: 1. move up and down, 2. beetles, 3. front wings. Word Practice: protect/guard, flies/flaps, slide/slip. Answer Time: 1. A, 2. C, 3. A, 4. B, 5. B. *Find It!* protect.

**Page 118:** A Ladybug Picture: Student pictures should include: red house, tree with green leaves, yellow sun to right, two blue birds in sky, brown dog in front, purple flowers to left of house, brown log near flowers, four red ladybugs with black dots on log. Rhyme Time: Check students' poems.

### **Excellent Eggs**

**Page 120:** Skill Practice: 1. water, nest, dirt; 2. smallest/largest, 3. lays. Word Practice: ground/dirt, bob/float, home/nest. Answer Time: 1. B, 2. C, 3. B, 4. B, 5. C. *Find It!* feathers.

**Page 121:** Extra Eggs: Non-synonyms him/her, inside/outside, minute/hour, moon/sun. Which Is Which? Check students' responses.

### **What Is a Tropical Rain Forest?**

**Page 123:** Skill Practice: Sentence 3. Word Practice: 1. branch, 2. rainy, 3. medicines. Answer Time: 1. B, 2. C, 3. B, 4. B, 5. B. *Find It!* hear.

**Page 124:** Rain Forest Riddles: 1. monkey, 2. bird, 3. flower, 4. rain, 5. tree, 6. snake, 7. vine, 8. sun. Rain Forest Foods: Review students' drawings (chocolate, rubber, nuts, wood, medicines, etc.).



## As your students progress through their **Leveled Reading** lessons, monitor their progress by checking:

- Their approach to the reading passages—are they reading with fluency, are they using punctuation marks as reading cues, are they tracking the text well while reading aloud or silently, and are they making personal connections to what they are reading?
- Their comprehension of the text—are they able to answer questions correctly about the text, are they remembering details and the main idea of what they just read, and are they able to plug into various reading comprehension skills as they relate to the passages?
- Their understanding of new vocabulary words—are there certain words and word families that are challenges to reading pace, are they able to understand the synonyms and antonyms for new words, and are they able to use new words within original sentences?
- Their ability to apply what they have learned by completing word puzzles, games, and activities.

Try these follow-up activities to further reinforce your students' reading comprehension, vocabulary development, and other language arts skills.

### Put Them In Order!

Make copies of a few sequential pages from a storybook or early chapter book. Be sure to cover up the page numbers before making your copies. Mix up the pages and invite individual students or small groups to rearrange the pages so they make sense and tell the story in the proper sequence. Reinforce ordinal words (*first, second, third*, and so on) and other sequence words like *beginning, middle, end, next, then, last*.

### Cloze It

Make "cloze" worksheets or cloze activities for the board, overhead projector, or word wall. Copy sentences from any of the passages included in the **Leveled Reading** lessons, but leave out several words in each sentence. Have students decide which word would work best to complete the sentence. Then discuss why the words would work. Some students may need a Word Bank with word possibilities to plug into the blanks—but try the cloze activities without such help for the creative challenge.

### Fluency Rules

Invite individual students to read aloud passages from any of the lessons that are at a comfortable reading level. You may wish to time students during several readings of the same text, noting improvements in reading time. Also note student competency in rhythm, cadence, expression, and comprehension. A summary of each student's fluency report could be included in a file containing their completed **Leveled Reading** lessons.

### What's the Outcome?

Invite students to choose a passage from **Leveled Reading**. Encourage students to read the passage through several times, then decide on another outcome or ending for it. Let students write and illustrate their new endings and share them with their reading group or the class.

# Pinpoint Student Reading Progress

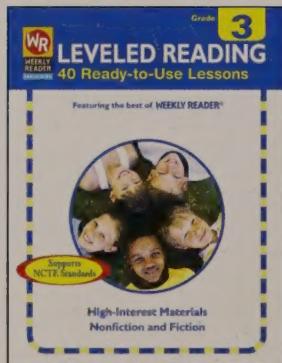
**Leveled Reading** provides 128 pages of engaging reproducibles that will help second grade students build reading skills. High-interest nonfiction and fiction content features compelling material taken from *Weekly Reader* magazines, and written at specific 2.0–3.0 reading levels (Spache). Related activities reinforce grade-specific language arts skills and include comprehension questions, as well as enjoyable word games.

The high-interest content and engaging activities in **Leveled Reading**, with 40 three-page lessons for second grade students, strengthen skills in:

- Phonics
- Reading Comprehension
- Vocabulary
- Language Arts Skills
- Math
- Science
- Social Studies

**Leveled Reading** is a series of teacher reproducibles that includes high-interest nonfiction and fiction content, written at specific reading levels—2.0–3.0 for second graders and 3.0–4.0 for third graders (Spache). Forty ready-to-use lessons cover phonics skills through inferential comprehension.

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